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A VISIT TO
GERMAN SCHOOLS



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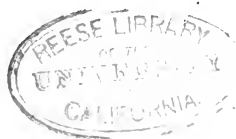
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A VISIT TO GERMAN SCHOOLS

NOTES OF A PROFESSIONAL TOUR

*To inspect some of the Kindergartens, Primary Schools, Public
Girls' Schools, and Schools for Technical Instruction, in
Hamburg, Berlin, Dresden, Weimar, Gotha,
and Eisenach, in the Autumn of 1874*

WITH

CRITICAL DISCUSSIONS OF THE GENERAL PRINCIPLES
AND PRACTICE OF KINDERGARTEN AND OTHER
SCHEMES OF ELEMENTARY EDUCATION

BY JOSEPH PAYNE

*Late Professor of Education to the College of Preceptors, London;
Member of the Council of the Philological Society, etc.*



HENRY S. KING & CO., LONDON

1876

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PREFATORY NOTE BY THE EDITOR.



THIS little book was founded on Notes taken by Mr. PAYNE during his tour in the autumn of 1874, and reduced to its present shape in the spring of 1875. Various causes hindered its publication until, after my father's return from his summer journey, the state of his own health and the shock of a painful bereavement made it impossible for him to give any further attention to the subject. The manuscript accordingly remained untouched up to the close of the Author's life and labours in April 1876, and was thus never fully prepared for the press, or finally corrected.

Notwithstanding this drawback, and although the information conveyed is not perfectly recent, these brief notes cannot, it is thought, fail to be of value and interest, as recording the direct impressions, and embodying the mature judgment of a highly-qualified observer in matters of education.

One explanation only it seems desirable to make.

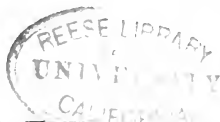
Such a work as this cannot, of course, make any pretension to give a general account of the state of German education, even in a single department, since it is founded on the personal experiences and impressions of one journey only. It is thus possible that some practices actually observed in particular schools and institutions, may not be universally prevalent, and that on another occasion, or in another place, a different impression might have been derived. But this seems, from the nature of the case, unavoidable ; and as dates and places have in all cases been given, it has been thought better to let the Notes stand for themselves, without the additional information which friends would willingly have supplied, and which the Author, had he been able to see the work through the press, might probably have made use of.

The Editor has, in conclusion, to thank Miss Gurney, Professor Hodgson, and the Rev. R. H. Quick, for many valuable suggestions, and for their kind assistance in revising the proof sheets.

J. F. PAYNE.

SAVILE ROW, LONDON,

September 1876.



P R E F A C E.



IN the following pages I have given an account of a month's visit to many of the Kindergartens, several of the Primary Schools, and some of the Training Colleges of North Germany. The main purpose I had in view was to investigate the methods and theories of the very earliest education—that which begins with children of between the ages of three and eight. It was not so much the advanced structure as the foundation that I wished to examine—to see how this foundation was laid, and to form a theoretical judgment on the value of the work. I have long been of opinion that what we especially want in England is a just

estimate of elementary education ; meaning by that term what Pestalozzi and Fröbel meant—the earliest stage in the cultivation of children's minds. In England this conception is generally confounded with that of elementary instruction, with which it is, strictly speaking, but remotely connected ; and hence all our efforts are directed to instruction, while education or culture is extensively neglected. Instruction—that is, the systematic imparting of definite knowledge—should be the sequel, not the precursor, of the training of the intellectual powers which are to be employed upon the acquisition. In other words, the object of elementary education is to develop the natural faculties, that of elementary instruction to apply them. It would be easy to show this : if we make instruction our chief aim, we necessarily introduce dogmatic, didactic teaching, which, as a rule, depresses the native powers ; whereas if we make education—that is, cultivation—our chief aim, we elicit the native powers, and make the best of them.

Entertaining these views of elementary education, I wished to see how far they were carried out in Germany; and after careful observation I am able to report that in the Kindergartens, and in the Primary Schools (those especially of Saxony), they serve as the theoretical basis of the system pursued; and, moreover, that where this theoretical basis is established, there the soundest and most fruitful instruction is secured. The results justify the theory. The question, then, whether we shall educate with a view to instruction as in Germany, or instruct with a view to education as in England, is, I venture to think, answered by the facts. No sane person will challenge a comparison between the average results of German primary education and of ours.

Those who are interested in this important question, will find in my Narrative some of the grounds for forming an opinion upon it, though, as I have intimated, I concerned myself only about the teaching in the Kindergartens, and in the lowest classes of the Primary Schools.



My reasons for thus limiting my examination (besides the want of time) were these—First, I wished to judge of the Kindergarten *per se*, of its value both as a mere occasion for the happy employment of little children's exuberant energies, and with regard to their subsequent education and instruction ; secondly, to see the junction of the Kindergarten with the first stage of school instruction, and to estimate its value in this relation ; and, thirdly, to examine the lowest classes of schools in which the children, being over six years of age, had received no preliminary teaching.

The conclusion I arrived at was, that there is a substantial value in the exercises of the Kindergarten, which pleausurably bring out the active powers of the children—their powers of observation, judgment, and invention—and make them at once apt in doing as well as learning.

No apology, perhaps, is needed for the judgments which I have freely expressed on the spirit and the actual methods of elementary teaching in Germany, whether

in Kindergartens or in the ordinary Primary Schools. A considerable experience in the art, and a long-continued study of the theory of education, will, I trust, be accepted as my warrant for expressing such judgments. Even in Germany, the land of scientific pedagogy, it is not rare to find avowed principles of action neglected or imperfectly carried out.

To every one who carefully considers the state of education in England, and who compares the promise of theory with the results of practice, it will be apparent that the reform we need most begins at the beginning, with a true conception on the part of the teachers of what education really means. This involves a radical correction of the ordinary theories ; and this, again, a thorough education of the teachers in education itself. Now that the Bell Trustees, by their liberal grant of £10,000 towards the endowment of Chairs of Education at Edinburgh and St. Andrews, have recognised education as a psychological art, founded on scientific principles, we may hope to see some

effective measures taken for the training of teachers. The question of training teachers for their high office will, it is to be hoped, henceforth supersede much of the profuse prate about education in which dilettanti in-experts and 'educationists' are so accustomed to indulge.

If the facts and discussions of this little volume shall be found to have contributed anything satisfactory towards the solution of that question, it will have answered its purpose.

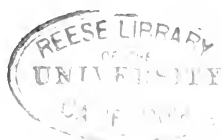
JOSEPH PAYNE.

KILDARE GARDENS, LONDON,

February 1875.

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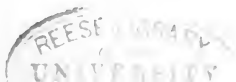
OF A

*Professional Visit to the Kindergarten
and other Schools for Primary
Instruction in North Germany.*

INTRODUCTION.

CONSIDERABLE interest had been awakened in my mind by the study of Fröbel's *Principles of Elementary Education*, as well as by some excellent specimens of their practical application which I had seen in London. The result of this interest was, that I delivered in February 1874, at the College of Preceptors, a lecture upon the subject. My lecture was strictly confined to as clear an account as I could give of the genesis of Fröbel's root-idea—

A



that it is by studying the nature of the child that we are to learn how to teach and train him; and I showed, moreover, in a brief sketch of Fröbel's personal history, how this principle, which looks so obvious, but is so generally ignored in our treatment of little children, developed itself both from the life-experience of the man, and from his profound observation of the nature of children; in fact, from his heart as well as from his head. Before I had ever heard Fröbel's name, I had arrived at a conclusion nearly identical with his; namely, that in our ordinary education of young children we give them far too little credit for the powers with which the Creator has endowed them, and too frequently, by injudicious management, repress or even quench those manifestations of intelligence which ought to be taken as the basis of our operations. In other words, I had clearly seen that, instead of allowing children's native activities free scope, and aiming, especially in our early lessons, at eliciting what is in them, we are generally far too prone to impose upon them what is in ourselves, and therefore, by system, rule, and routine, to check, and sometimes even to stifle, natural development.

I had further convinced myself that this unwise

interference with nature's laws was the true cause of a phenomenon within the observation of all—that of a child who, before formal teaching begins, is distinguished for mental activity, becoming almost suddenly dull, inert, and stupid under the operation which is ostensibly intended to quicken his powers—a result obviously due to a theory of education which takes little or no account of the nature of the child.

These and other similar considerations had prepared me fully to accept the principle expounded in the lecture already alluded to ;—in which, too, I further developed Fröbel's notions respecting the spontaneous play and movements of the mind as the divinely appointed means for developing the powers of the child, and described the series of exercises which he devised for making play and self-activity greatly fruitful in early education.

It occurred, however, to me, that it would be advisable, before I lectured again on the subject, to give my full attention to the theory of the Kindergarten, and to see something more of the practice—especially in those places, Hamburg, Berlin, &c., where it was most skilfully and correctly carried out. I wished, moreover, to satisfy myself as to the

effect (respecting which I knew there was some controversy) of the training of the Kindergarten on the subsequent educational career of the children ; and knowing already what was said for the system by its numerous enthusiastic advocates, I wished also to hear on the spot what was said against it by its opponents. In order to form an accurate judgment, this was especially important. Lastly, I wished to ascertain in what special respects, if any, the Kindergarten was an improvement on our ordinary infant schools.

My purpose, then, was clearly defined. It was to visit Kindertgartens conducted by thoroughly trained teachers, to see how far they realized the ideal presented in Fröbel's writings, and try also to visit elementary schools where children were received who had passed through the Kindergarten, and where the fundamental principle was still worked, as well as other elementary schools which were quite independent of the Kindergarten.

It may be as well to state here (though the fact is generally known), that what we call national education is, throughout Germany, the business of the respective Governments, who regulate that it shall commence when the child is six years of age, and

shall be continued for at least eight years.¹ Whatever instruction then may be given to children before they are six years old, is properly no affair of the Government, which, therefore, does not reckon the Kindergarten as part of its system. This is the rule, to which there are some exceptions.² While in Berlin, however, I was informed that the Minister of Education—Dr. Falk—had recently taken much interest in the subject, had visited some of the Kindergartens, and had even said that in the new Prussian school regulations, which are expected to appear shortly, he proposed to include Kindergartens. This, however, was doubted by some well-informed persons, who thought the recognition improbable, on account of the strong prejudice of many, if not most, of the regular Prussian schoolmasters against the system. I can scarcely doubt that the adoption of the Kindergarten into the Government system generally would be greatly to the advantage of the

¹ By a recent regulation of the Minister of Instruction, it is now ordained that, in Saxon schools, the course shall be eight years for the lowest, and ten years for the highest grade of primary schools.

² In the last Government Report of Saxony the Kindergarten is recognised as part of the system; and it is mentioned that an institution for training Kindergarten governesses has been lately established in Dresden; of course, with the support of the State.

children, in two respects at least. It would secure a better average of trained Kindergarten teachers. The Government would demand, in all probability, a more uniform degree of excellence than now prevails. I was told by way of apology in one or two cases, that the demand for teachers was so great that it was necessary for the present to put up with the best that could be got ; and I can easily believe, from my own observation, that by no means all that are employed in Kindergarten have a definite grasp of Fröbel's principles.

Then, again, if the Government authorities took the matter in hand, they would certainly secure far better accommodation for the children than is provided in not a few of the establishments that I visited. Small, petty, ill-lighted rooms, carefully shut up against the admission of fresh air, but accessible to the most noisome stench, and inconveniently crowded with children, were matters of my personal experience, even in some of the most flourishing towns. Indeed, considering the difficulties of this kind which in many cases beset the path of the young enquirers after knowledge, it was surprising to see the amount of physical and intellectual life which was everywhere displayed. The apology generally given for this

miserable accommodation, in the instances to which I refer, was, that it was impossible in large towns to have suitable rooms except at an enormous rent. I cannot, of course, controvert this plea, but it certainly did occur to me as very desirable that the Fröbel Verein, consisting of a large number of most respectable ladies and gentlemen, might, with great probable ultimate advantage to the children, take a course of lectures themselves on hygiene.


Having thus given some idea of the present position of the Kindergarten in relation to the general arrangements for primary instruction in Germany, I proceed to my personal narrative.

Furnished with many letters of introduction to persons of education and influence in Hamburg, Berlin, Dresden, Weimar, Gotha, and Eisenach, I arrived in the first-named town August 23, 1874.





H A M B U R G.

Y first visit was to the noble institution which goes by the name of 'Gewerbeschule für Mädchen' (Girls' School for Technical Instruction), established by a voluntary society for the promotion of women's occupations (*Verein zur Förderung weiblicher Erwerbsthätigkeit*). The stately building—a beautiful specimen of architecture—was opened for use in December 1873, and is now a complete hive of busy bees. I regret that I have no time to describe it in detail. I can only say that I have never seen an establishment of the kind—hardly of any kind—in which the arrangements are so complete. The twenty-five class-rooms (adapted to the accommodation of 750 students), lofty, spacious, and admirably ventilated “by the best American system, which has not before been applied on the Continent,” appear to be everything that could be desired, while the apparatus for heating in winter is as complete as that for ventila-

tion. The arrangements have in view instruction not only in the practical arts of washing, ironing, cooking, sewing with needle and machine, cutting-out, and general housekeeping, but also in geometrical and free-hand drawing, lithography, porcelain painting and burning. But this is far from all: the establishment contains (1) a high school for girls who have passed through the upper classes of the ordinary school. Here instruction is given in the German language, arithmetic, book-keeping, physics, geometry, &c. (2) Classes for the training of Kindergarten teachers. (3) A Kindergarten for children of from three to seven years of age, open from 9 to 1.¹ This is the merest outline of the broad features of a very remarkable institution which well deserves the attention of those who are now interesting themselves in the question of finding occupation for women, and who sometimes appear to forget the preliminary

¹ The reader will observe in the fact that 'Kindergartenism' is adopted as an important—rather *the* important—basis of instruction in this grand institution,—a noticeable testimony in its favour. The founders and supporters of the *Gewerbeschule* and of the *Verein* are persons deeply interested in education, who, in providing for the training of Kindergarten governesses, and in establishing a Kindergarten, commit themselves, of course, to the recognition of its principles.

question of preparing women for occupation. Nothing is more certain than that one of the great difficulties in finding employment for women is in finding them competently equipped for undertaking it. I have Miss Emily Faithfull's authority, as well as that of others, for making this assertion. Miss Faithfull is besieged daily with applications for work from women who do not know what work is, nor how it should be done so as to be worth paying for. The object of the Hamburg institution is to train women for doing good work, which must always have its value in the market.

Having taken a general view of the institution under the bright and intelligent guidance of the head-mistress, Frau Dr. M. Glinger, I stayed behind in the beautiful rooms given up to the Kindergarten.¹ I saw nothing afterwards at all comparable in fitness for their purpose to these rooms, so lofty, large, airy, and full of light. There were three long low tables,

¹ I extract from the report of the institution a paragraph which represents in a few words the theory and practice of the Kindergarten system. 'The purpose of the games and occupations of the Kindergarten is the harmonious development and cultivation of all the intellectual and bodily powers of the child. They lead him to become conscious of those powers, and to make use of them—to exercise the eye

with forms corresponding, and at these were seated what seemed a mere handful of children (there were only fifteen) busily engaged not in feeding their minds, but their bodies. It was just past eleven, and they were taking what was called their breakfast, which they had brought with them, and which consisted of bread (possibly with butter on it) and milk—each one being supplied with a plate and jug. When this slight refection, which could not have burdened the system much, was over, they rose up to march and sing, all looking very rosy and happy. Marching to the beat of the songs they sang (*Tritt und Gesang*) was, I found in all the Kindergarten, a frequent occupation of the children; and a very noticeable feature of this exercise was the accuracy with which it was generally performed. Sometimes it consisted merely in stepping one after the other with a single beat of the foot; at other times it was varied by an accented stamp thus:— | | | | | | | | , etc. ; but I

in the observation (*Anschauung*) of suitable forms, the hand in works which he performs as plays, the ear through simple melodies which delight him, the understanding through stories, narratives, and games which rouse his attention and fix in his mind accurate (*Vorstellungen*) and general concepts (*Begriffe*). Lastly, in his intercourse with his little companions he learns to become happy, sociable, and peaceable (*heiter, gesellig, und verträglich*).'

noticed that in all cases the measure was well preserved. There can be no doubt that this is not one of those bodily exercises 'that profit nothing.' It stirs the blood, animates the whole system, and dissipates the tedium liable to arise from much sitting, and is in every way adapted to the powers of the children. It was evidently very popular. About the singing of the songs I shall have something to say afterwards.

After a few minutes thus employed I was invited to be present at an artistic little melodrama (*Bewegungspiel*) entitled the 'Mäuselein,' in which all the children except one held hands and enacted 'butter,' 'cheese,' 'bacon,' 'cake,' etc. The child in the middle of the ring was Master Mäuselein (*i. e.* Mouse), who went about touching (which was taken for tasting) the different articles of food—for which indulgence he had to pay dear in the end, being at last caught in a trap formed by some four or five of his companions, amid the rejoicing of the whole party. This little drama of action was dexterously performed, and seemed a favourite with the children, as I witnessed it twice afterwards at other Kindergartens.

On a second visit to the Kindergarten, I found the

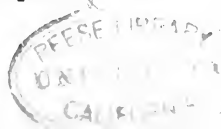
mistress (a very kind, earnest, and intelligent young lady) telling the children the story of a lion, in which they were intently interested, listening with staring eyes, half-open mouths, and brows almost sternly wrinkled. When the story was done, the teacher asked a few questions upon it, which were promptly and eagerly answered. One little child was on the teacher's lap during the time; but in none of the Kindergarten that I saw were any arrangements (such as we sometimes meet with in our infants' schools) for the sleeping of the children. Everywhere they were decidedly wide awake.

At both these visits I saw also something of the training of the young Kindergarten teachers by the head-mistress, Miss H——. In the first instance I attended a lesson given to about twenty-six young girls (ages fourteen to twenty), neatly dressed, very orderly and attentive, and rather superior in air and manner to some that I saw elsewhere. The lesson was a geometrical form, which some of them drew (not very cleverly) on the black board. As it is the essence of Fröbel's theory to build everything on the concrete, I was rather surprised that no actual solids, which would have shown the origin and relations of geometrical forms,

were before the class. Such bodies had, perhaps, been already palpably examined. Still the lesson was decidedly interesting, from the earnestness displayed by both teacher and pupils. I was struck here and in other teachers' classes with the absurd number of rings worn by the girls. I may also here remark that it occurred to me that these girls, many of them not more than fourteen or fifteen years of age, begin their direct training for governesses far too early. I heard of no indispensable previous general culture, at least nothing beyond a sufficient school instruction (*eine genügende Schulbildung*); and as the training for the Kindergarten lasts generally only one year, during which nearly twenty-four subjects are to be taken up,¹ it is easy to see that many of the teachers must be turned out in a very crude condition. This remark

¹ I append the somewhat extraordinary list of 'Subjects of instruction in the one year's course:'—'The German, English, and French Languages, Home Knowledge] (*Heimathkunde*), Arithmetic, Geometry, Physics (*Naturlehre*), Natural History, Elementary Physiology (*Lehre von dem menschlichen Körper*), and the Laws of Health (*Gesundheitslehre*), Drawing, Singing, Gymnastics, Needlework (*Handarbeit*); the Art of educating and instructing (*Erziehungs-und Unterrichtslehre*), Training in the Use of the Fröbellian Appliances, Practical Exercises in the Kindergarten.' Prodigious demand, assuredly, on the intellectual energies of one year! even though in certain cases (*in gegebenen Fällen*) instruction in foreign languages and *Handarbeit* be dispensed with.

may perhaps have a special and limited application, but of the principle involved I have no doubt. As in the case of our own pupil-teachers, so here, it seems to be assumed that immature and unformed minds are competent, after a little technical drill, to take upon themselves the training of other minds, especially those of very young children; whereas the truth is, that the highest artistic skill cannot be thrown away, nay, rather is required, in the earliest stages of a child's development, if the foundation is to be surely and firmly laid. In the interesting prospectus of this very institution it is clearly laid down (see note, p. 10), that 'the purpose of the plays, games, and occupations of the Kindergarten is the harmonious development and cultivation of all the intellectual and bodily powers of the child—to lead him to become conscious of those powers, and to make use of them,' &c. I quite approve of this programme of the objects in view, but I am (at the same time) convinced that a year's training for a girl of fourteen years of age cannot possibly prepare her to carry it out; and I am further of opinion that for fourteen years of age seventeen ought to be substituted. Up to this latter age the general education of those who are intended for teachers ought to go on without interruption. This is one of the weak



points which lie open to the attacks which afterwards, at Berlin, I heard made upon the system. It is, indeed, idle to talk of 'the harmonious cultivation of all the intellectual and bodily powers of a child,' if the carrying out of this very comprehensive programme is to be left in any appreciable measure to girls of fourteen or fifteen after one year's training. Now it is just in proportion to the demands of Fröbel's theory that provision must be made for its realization. Up to the time of the exposition of his views, there was no theory to work up to. Now there is ; and in order to realize it, much more than has yet been done (I speak in a general way) must be done to secure for it accomplished teachers. On my second visit to the training classes I found the young teachers engaged in gymnastics, still under the personal direction of Miss H——. I was pleased with their graceful rhythmic movements, governed by the music of a piano, and accompanied by singing. They were thirty-five in number, some few of them probably over thirty years of age. They went through various evolutions, winding in and out among each other in a way which was very pretty and picturesque. They also used with aptness and skill staves and wooden rings. This lesson was followed by one on singing.

First the young ladies sang the 'Hirtenruf' from a collection of songs by Karolina Weseneder of Brunswick (respecting whose system of teaching music I everywhere heard great praise expressed) in unison. Then came some part songs (among them a very pretty air called 'Frühlingslust'), and, lastly, exercises in scales and intervals from a book by Voigt. These exercises were, on the whole, the most satisfactory part of the performance, inasmuch as they trained and showed the possession of the power of singing at sight. The notes were well held, and even difficult passages were gone through with much apparent taste.

During my stay in Hamburg, I visited for the whole of one evening (four hours) the great school for working-men and boys (Die Allgemeine Gewerbeschule), which is under the able direction of Mr. Otto Jessen, who is also the director of the Gewerbe school for women. As my attention was exclusively given during this visit to the drawing department, and as I had no opportunity of returning to the school, I can only give a few particulars. It is an institution for the teaching, in classes carried on both by day and evening, as well as on the Sunday morning, men and boys of fourteen and upward, all

those branches of instruction which have a bearing on their actual or intended employment for life. The programme is most comprehensive, embracing the German and English languages, Arithmetic, Algebra, Geometry, Trigonometry, Book-keeping, Physics (*Naturlehre*), Architecture, Drawing of every kind, Modelling in clay and wax, Lithographic Drawing, &c., all of which are taught, with their application to practical life and business. The number of students was, in the summer of 1873, 987, in the winter 1873-4, 1366. The school is founded and sustained by grants from the municipality of Hamburg, together with a small contribution provided by the fees of the students. This same liberal-minded municipality has voted a sum of 800,000 thalers (about £120,000) for the building of a new schoolhouse (now rapidly approaching its completion), with which are connected a Realschule and a Trades Museum. When shall we have half-a-dozen such institutions in London?

The drawing department of the institution is, by general acknowledgment, second to none in Germany. For my own part, I had never seen anything approaching it in completeness and excellence. The special point of interest to me was, that drawing was

taught from beginning to end through the training of eye and hand in connection with real objects. There is, except at the close of the course, no copying from drawings, and the teachers do no part of the work for the pupils. Wooden blocks of different forms are used to begin with, and not only the outline as presented to the eye was drawn in strong lines on the paper, but the outlines of the parts not seen were estimated by measurement with the eye, and traced on dotted lines, as if the object was transparent. These blocks were placed in all possible positions, and drawn over and over again. Then followed other objects—candlesticks, vases, plaster reliefs, parts of machines, whole machines, articles of furniture, etc. Then there was pattern-making, designing, drawing on lithographic stones (an extra hour being devoted to this), modelling in clay of leaves, etc., water-colour drawing, etc. Specimens of all these different kinds of art were produced under my eyes during my visit, and the marked excellence throughout could only be attributed to the method pursued, essentially consisting, as it did, of keeping close to the object before the eye, and without trick or sham of any kind representing it as truthfully as possible. It is a noticeable feature, that high

finishing is not allowed in the time of instruction. If the student wishes to add this grace to his work, he must do it at home. The practical, the useful, that connected with trades and occupations alone, is sanctioned in this very remarkable school. The accomplished director himself accompanied me in my visit to the several class-rooms, and gave me, through the kind interpretation of Professor Wiebe, who was with me, every explanation.

Altogether the two *Gewerbeschulen* interested me exceedingly ; they are noble institutions. I saw nothing anywhere else to match them. Nor is this remarkable, inasmuch as they are the first of their kind, both in chronological order and in excellence, in Germany.

One day I accompanied Professor Wiebe to see the Pestalozzistift (or, as we should perhaps call it, the Pestalozzian Asylum) at Braberg, three or four miles from Hamburg. In a forlorn, out-of-the-way situation, we arrived at a large handsome house, on entering which we found ourselves at once in a spacious central hall carried up to the roof, with open galleries continued round each landing. The effect was, on the whole, rather striking. The master, an intelligent-looking man,

came forward to meet us, and accompanied us over the building.

The rooms of the institution are spacious and airy, furnished with good solid chairs, tables, and desks. It was near dinner-time, and the children were at play. We were told that they were seventy in number—boys and girls—taught together ; two-thirds of them boys, and generally from six to fourteen years of age. There are no school hours after twelve ; then the boys work in the fields connected with the house, and the girls at their needles, or at sweeping, cleaning, bed-making, etc. There are three teachers—all men. After a time the children came in to dinner, all with their hair cut close to their heads, and, the boys especially, notwithstanding their outdoor work, looking far from healthy. After they had taken their seats at the table, where each had a chair, one said grace, and the operation of dining commenced. It was a remarkably simple operation. Large wooden tubs filled with boiled rice were brought in by some of the boys, placed before a young woman, the housekeeper, and forthwith ladled out by her into the plates held for it by different elder boys and girls, who take the messes to the several tables. This, without salt or sugar,

was their sole dinner ; varied, we were told, occasionally by boiled beans and peas. Sugar is allowed only on *fête* days. Meat is given three times a week. Some of the children had two or three helpings of rice, but many only one. Breakfast consists of bread and milk, or of grits boiled in milk. Supper of bread and water only. This undelightful and not very nutritious meal was eaten in solemn silence : water, apparently not *ad libitum*, washed down the rice. After the dinner was over we accompanied the master, who offered to show us the dormitories. We found them very clean and airy. The one we entered was furnished with thirty-five iron bedsteads and good arrangements for washing. The children go to bed every night at nine o'clock.

On descending into the hall, we found all the children assembled, and prepared to give us a song. They were in two divisions, and they soon burst out, singing most delightfully in parts 'Die Wacht am Rhein.' I have scarcely heard anything so sweetly harmonious. I noticed that half-a-dozen of the children ran up the stairs as if with some special object in view. That object was soon apparent. A fresh song was begun, in two parts as before, and

at the close of the stanza, echo, with delicious gentleness and sweetness, repeated the last few notes from the top of the house. The effect was truly charming. Poor children! they must have a hard life of it—rice without sugar for dinner, dry bread and limited water for supper, rough work in the fields, and (perhaps) rugged tillage in the school (but this I don't know); and with all this a good master, who, I hope, is gentle with them; but, in spite of everything else, they learn to sing delightfully, and there is some comfort at least in this. I have often since remembered their singing with pleasure, and contrasted the general effect with that produced by much of the singing in the Kindergartens, which, possibly from some defect in myself, possibly because my ear is especially sensitive to tune and harmony, was very often far from satisfactory to me. Time with the Kindergarten mistresses and their little pupils is generally a prime consideration, but I cannot say as much for tune, meaning by this the tasteful harmony of sweet sounds.

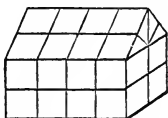
Singing is an important feature of Fröbel's system, and I do not think it is executed nearly as well as it might be by the little birds of the Kinder-

gartens. Here, as is so generally the case in education, it is the teacher who is at fault ; the materials are all there, but the teacher fails to make the best use of them. The germs of art, however feeble, are in the native constitution of every little child, and though not always able to struggle of themselves into the light, they can be nursed and developed into power—that is, some measure of power—by the teacher on the outside, if he is himself an artist in education. But all teachers are not artists in education ; and this, again, not because they are naturally incapable, but because they are not naturally ‘informed’ and inspired with the pregnant conception that the teacher’s function is generative and even creative, and they therefore believe themselves incapable without actually being so. They are unconscious of the powers they really possess, and they are unconscious of their own powers because they do not appreciate those of the children they teach ; and lastly, they do not appreciate the children’s powers, because they do not study carefully the nature of children. They should go to Fröbel, and learn from him what children are, and what they can do when artistically handled. It is a very important consideration that the product of education, after all,

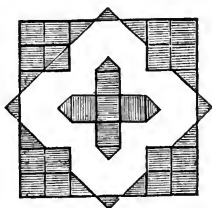
depends mainly on the teacher. The number of stupid children is really very small, but the number of children who are left stupid—that is, of those whose powers are undeveloped—is very great; and this number is mainly dependent on the teacher, with whom it rests very much to decide whether these powers shall be ignored, developed, or stifled. The bad teacher is a *menticide*, who deserves punishment quite as much as the unskilful medical practitioner who is called into court to answer for his delinquencies. Hence it happens that young minds, that might have been quickened into life, remain dead, buried, and forgotten.

I visited in Hamburg some of the '*Bürger Kindergärten*,' of which there are, I believe, nine in different parts of the town. In one of them I found several children, a division of whom were busily occupied in constructing various forms, and building with the little cubes of the fifth 'gift.' The fifth 'gift' presents a cube as divided into twenty-seven smaller cubes, and these are divided diagonally into fifty-four half cubes or prisms. Thus considered, it affords opportunity for forming (1) life-objects; (2) beauty-objects; (3) knowledge-objects.

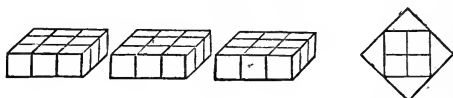
The first class represents such forms as this—



The second such as this—



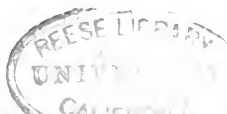
The third such as these—



The children were engaged in dealing with forms of the first kind ; that is, in building forms of life—real objects. They looked happy in their occupation, though it was carried on under very unfavourable circumstances. The room belongs to a Turnverein, which assembles in the evenings for gymnastic exercises. It was bare, rough, and gloomy, while the atmosphere was sensibly impregnated with the lingering fumes of the holocaust of tobacco which had been offered up on the preceding

evening. It was, perhaps, a result of the unconscious influence of the surroundings that the teachers here were less kind in manner and tone to the children than was usual elsewhere. As some sort of counter-balance to these disadvantages, there was, however, a small yard or garden for the children to play in, and some little disorderly beds of plants and flowers were pointed out to me as the children's.

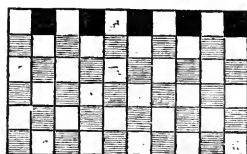
I may here take the opportunity of saying that Fröbel's notion, that the children of the Kindergarten are not only to be regarded as human plants themselves, but also as cultivators of real plants, remains still, for the most part, unrealized. I saw very few gardens at all connected with the institution, and those that I saw were scarcely worth a second glance. They were generally overgrown with sprawling plants, or given up to the dominion of weeds. Nor did I see a single instance in which children were at work in them. Indeed, it is obvious enough that things, in most cases, must be so. In large towns where the system is in vogue, and where, I believe, it will still take deep root and flourish, it is next to impossible to obtain adequate space for the experiments in actual gardening. If, indeed, I may venture an opinion, which will, I am aware, be unacceptable to



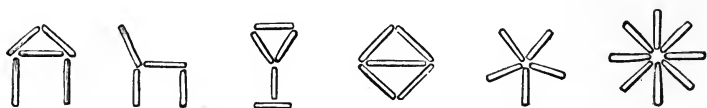
some of the enthusiastic followers of Fröbel, I should recommend the gradual disuse of the term Kindergarten altogether. Interpreted by facts as they are, it has no special propriety. The Kindergartens are really preparatory schools for very young children, and nothing else. The methods adopted in them may and do differ greatly from those of ordinary schools, but when these, in process of time, are modified, as they will be, so as to form a continuation of the same system, the name will lose its speciality. A child of six or seven years old is as much a human plant as one of three ; and the school, as a place for culture, is as much Kindergarten as that which now bears the name. If it is the age only on which the distinction depends, then we have a distinction without a difference. All this will sound very heterodox, no doubt, in the ears of some of the enthusiasts I have referred to ; but when they understand that I agree with them as to the value of the thing, they will perhaps tolerate my quibbles about the name. I fully believe myself that, though this foreign name has been temporarily adopted in England and America, neither this nor that of Kindergärtner (gardeners) for the teachers will be permanently employed.

Several of the Hamburg Kindergartens are under

the immediate superintendence of a number of ladies and gentlemen, forming a committee of the Fröbel Verein (a Fröbel Union), the headquarters of which are at Dresden. The ladies of the committee, and the president, who is a Mrs. Johanna Goldschmidt, very kindly take turns in visiting the schools of the Union ; and I could distinctly see the good effects of this care in the character of their special institution. In one of them that I visited there were thirty children—ages from three to seven—paying nearly £4 a year each. The rooms, though not large enough, were commodious and cheerful, and the children, when I arrived, were industriously interweaving strips of coloured paper (*Flechten*), which they did very deftly, and with evident satisfaction to themselves. This work consists in plaiting strips of paper, so as to form various designs, the effect depending on the symmetrical arrangement of the different colours. The little workers, armed with needle and thread, draw the slips in and out amongst others already laid down to form the groundwork of the pattern, an exercise requiring much more attention and thought than might at first sight be expected. The specimen at top of next page will give some idea of the work.



The children had been engaged, I was told, since nine o'clock in (1) building with cubes ; (2) in 'stick-laying,' or making different forms on the flat table. This consists in placing little sticks (*stäbchen*) in various relations to each other, as this—



(3) In games and gymnastics. While I stayed, there was a good deal of singing, not very well conducted, for the teachers could not be complimented on their own sweet voices ; and I invariably remarked that the tone and quality even of the children's voices depended greatly—and for obvious reasons—on those of the teachers.

I observed, on looking out from one of the windows, some little flower-beds belonging, as I was told, to the children, to which the remarks which I have previously made were applicable. The children altogether looked a very

happy little community, earnestly engaged in their occupation, and happy because earnestly engaged. And herein lies one of the great truths which Fröbel brought to light and made practical. He saw more clearly, perhaps, than any one before him, that the secret of happiness is occupation—the healthy employment of our powers, whatever they may be. This is especially true of little children, who are scarcely ever contented with simply doing nothing, and whose fidgettiness and unrest, which often give mothers and teachers so much anxiety, are merely the strugglings of the soul to get, through the body, some employment for its powers. Supply this want, give them an object to work upon, and you solve the problem. The divergence and distraction of the faculties cease as they converge upon the work, and the mind is at rest in its very occupation. The nature of the work makes very little difference, and even its sameness does not weary. It becomes interesting, simply because it gives scope to the energies, and concentrates them. I frequently had occasion to notice that the children were doing over and over again what I knew that they had often done before, and I once enquired whether the teacher did not find that the children got tired of the apparent sameness

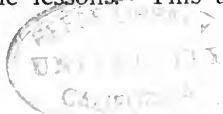
and monotony. 'Look at them!' was the reply in this case, 'and see whether they appear tired.' I did look, and could see no symptom of weariness, but, on the contrary, earnest, contented, even pleased absorption in the work. What more was to be desired? They were observing, comparing, contriving, sometimes inventing, and all the while gaining practical skill in manipulation. They were working towards an end, and I often saw them stop for a moment and contemplate with delight what they had achieved. On one occasion a bright-eyed maiden of two and a half years old, after placing her little sticks in various forms which did not quite please her, at last hit upon one which did. She looked at it for a moment, then suddenly clapped her hands, chuckled with delight, and called her neighbour to observe the feat she had accomplished; and then clapped her hands vigorously again. She had satisfied the desires of her mind—had gained a result of her own devising, and felt in her small measure the joys of invention.

In this school I noticed that reading, writing, and elementary arithmetic were taught to the children over six years of age. This, which the rigid purists of the Kindergarten system generally regard as an innovation, is, in my opinion, a very desirable innovation,

forms the proper transition and introduction to the work of the ordinary school, and constitutes a fitting application of the principles already carried out. It is desirable for this reason, if for no other, that the children thus prepared can take their place in the ordinary school without experiencing the sudden shock which those children experience who are at once transferred from the play-work of the Kindergarten to the routine work of schools in which as yet Fröbel's principles are unknown. My own opinion is, that the programme of the Kindergarten should cover the period from three to eight years of age, an extension which would admit of the fixing and solidifying by practical application of the rudimentary knowledge gained in the numberless instructive exercises of the Kindergarten proper, and for want of which much that is learnt there is in danger of being overlaid or lost. It is not enough to know—we must have a conscious knowledge. If what we learn is to gain a firm footing in the mind, and become a real possession, we must know that we know. Now, the addition of two years to the ordinary Kindergarten course would give the opportunity for converting casual knowledge into real knowledge, and for fixing firmly in the mind the valuable ideas gained through

the practical exercises in observing and using the forms (including surfaces, edges, angles, etc.) of the sphere, cube, and other solids, as well as for carrying onward the drawing and arithmetic, and learning more and more of the properties of material objects. It is a mistake into which many outsiders fall, to look upon all that is done in the Kindergarten as so much play. It begins with play, certainly, but it does not end in play. A great part of it is play that has work in view, and *is* work — unless we are prepared to deny that name to the constant exercise of the observing powers, with the attendant comparison and discrimination and judgment ; to the equally constant exercise of the imaginative faculty in the development of contrivance and invention ; to the cultivation of taste by singing, drawing, rhythmic movements, etc. ; to the training of the moral feelings by association of the children with each other, and to the attainment of deft and correct manipulative skill. All these objects, and many others that are incidental, come within the scope of the Kindergarten, and it is absurd to deny that they are all more or less intellectual in their nature and aim, and therefore to assert that they are mere play. At the same time it must be admitted that the ideas obtained through these

means are of a strictly rudimentary character, and are wanting, of course, in definiteness and accuracy. And therefore it is that some extension of the course is desirable, with a view to the further development of the thinking powers, and to the converting unconscious into conscious knowledge. In connection with this remark, I am bound to say that I saw but little of definite developing power among the Kindergarten teachers of Germany. There is far too much telling and doing for the children what they ought to be required, even young as they are, to do for themselves; and it is this very general tendency to the mechanical which lays much of the practice of the teacher open to the sharp strictures which I have already referred to. I may add, moreover, that I was much surprised that on no one occasion did I witness a lesson on objects. I do not say that such lessons are never given, but it certainly never was my fortune to be present at one. The only objects I saw in the hands of the children were those constituting the various 'gifts,' and to these, as far as I am aware, their lessons were strictly confined. Not a flower, twig, leaf, stone, out of the boundless variety of Nature's stores, nor any models of artificial productions, came into the lessons. This appears to me a



serious omission, and requires an explanation. The 'gifts' are most valuable. I certainly would not supersede their use, but they are not everything; and it appears to me that no day should pass in the Kindergarten without a lesson on some object of nature or art. I have felt myself compelled to make these remarks, but I shall be glad to be set right if I have fallen into error as regards this very important matter.

Nothing in the early education of children is of more importance than the cultivation of their observing powers by means of the objects with which they are in immediate contact. The names of the children themselves, their age, the number of the members of their families; the names and direction of the streets they pass through in coming to school; the number of houses in these streets, the shops of various kinds in them; the animals they meet with; the carts, waggons, coaches, etc., that they have seen in the way; the weather, with its various incidents; the trees growing in the neighbourhood, the river flowing near them, the hills seen from a distance, the fields in which they play, or those they pass by in taking walks, the soil of the fields, the crops growing in them, the occupations of men that they witness; the smithy, the barn, the threshing-floor, the carpenter's

shop, the sowing, ploughing, haymaking, reaping, harvesting, etc. ;—to all these matters their attention should be directed, and *the results of their own observation, not the observation of the teacher*, elicited. Then, descending into particulars, let each child tell how many rooms are there in his home, how the rooms are used, the colour of the walls, the pattern of the paper ; what the houses are built of ; how many windows, doors, chimneys, etc. : have they gardens ? what is grown in them ? what flowers, herbs, vegetables, trees, etc. ? Then the schoolroom — how many walls, windows ? how many desks, tables ? how high ? how long ?—the dimensions being referred to an actual rule and measured by themselves. Then let them say how many books there are on the table ; how many leaves in a given book ; how many lines in a page ; what is the weight of a book or any other object (ascertained by actual weighing it themselves with scales) ; also the weight of a given object, guessed at by poising it in the hand, and then let the accuracy of the guess be tested by weighing ; how far is a tree, a pool, the end of the playground, off, to be guessed at, then tested by measuring done by themselves ; how high is a wall, ascertained by counting the layers of bricks and measuring the thickness of

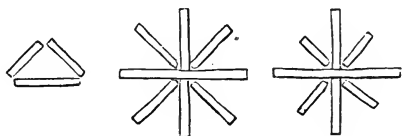
a brick, etc., etc. In all these exercises, which are numberless, the actual observation of the children, their own personal experience, should be the means and the limit of the knowledge. Nothing need be told them but conventional names—their senses and their minds should do the rest, without help from others. It is truly wonderful that all exercises of this kind are, as a rule, unknown in our primary schools, where they would be especially valuable—the result being that the scholars go forth into the world with eyes that do not see, ears that do not hear, and minds undeveloped. The knowledge of things that lie about them in daily life, knowledge which Milton emphatically points out as the prime wisdom, is studiously ignored. They are left ‘unpractised, unprepared, and still to seek ;’ and what is even more important, the consciousness of their power to acquire such knowledge by their own efforts is never awakened.

I visited the Fröbel-Verein Institute for training (1) Kindergarten nursery governesses ; (2) Kindergarten teachers. This institution has also a private Kindergarten in connection with it, for the practice of the teachers, but this I did not see. Mrs. Goldschmidt kindly accompanied me, and introduced me to the intelligent head-mistress and the young novices,

who numbered about forty. These pleasant-looking maidens sang for my entertainment some pretty songs, accompanied by the piano, and further indulged me with two well-enunciated recitations, together with a specimen of the movement-play adapted to the children of the Kindergarten. I was very favourably impressed with the earnest interest manifested throughout, and only regretted the narrowness of their accommodation. The rooms were small, and not well adapted to the purpose of the institution. The informing spirit, however, appeared active, large, and generous.

Next morning I again visited the same establishment, in order to be present at Professor Hoffman's weekly lesson to the young students. I was much interested by the Professor's appearance, and by his quiet, appropriate manner towards them. They too, on their part, seemed to have a perfectly good understanding with him, looked very happy in their work, and indulged every now and then in ebullitions of innocent fun, which did not, however, hinder their serious attention to business. The girls were occupied, when I entered the room, in laying down on the table folded slips of white paper forming various figures (*schnürstreifen*). These, I was told, were

representations of forms of 'Life,' 'Knowledge,' and 'Beauty' (*Leben-Kenntniss-Schönheitsformen*). Here are some specimens of them—



There was here a field for considerable ingenuity and taste, but I was surprised to see that the demand for these qualities was strictly confined to an imitation of what the teacher did. The girls were told almost everything—scarcely anything required of them but rigid performance. The argument for this was, that these were the very exercises the children were to be carried through in the Kindergarten,—an argument plainly insufficient if the object of the Fröbel principle is, as I believe it is, to develop a direct native power. Not only were the girls told in every instance exactly what they were to do, but were also told, even when the case was most obvious, how to correct every mistake. 'This is too short,' 'That is too long,' 'You must do so and so,' were words of constant occurrence, when 'Correct this by looking again at the pattern' would have been amply sufficient; as it is an article of our

educational creed, that the learner's blunders are to be corrected by himself, and thus to be utilised for his benefit. I was proportionally disappointed at the mechanical nature of this teaching, which made so little demand on the intellect of the pupils. My convictions on this point were strengthened, when, in the second lesson (on network drawing), I heard the teacher, in his criticism of the work, telling the girls most assiduously what was perfectly obvious. 'This line is not straight,' 'These lines are not wide enough apart,' 'This line should be horizontal, that perpendicular,' etc.—remarks all perfectly just, but also perfectly unnecessary in the case of girls of sixteen or seventeen years of age.

This vice of 'telling' seems quite ingrained in teachers generally, and is very commonly even regarded as a virtue. But I hold it to be a fundamental canon of teaching, never to tell a pupil what he can find out for himself; and the canon is, I am bound to assert, violated to a very great extent (I cannot, of course, say universally) in the training schools for Kindergarten governesses. The consequences are naturally seen when these governesses take the charge of children themselves; and hence the tendency to formal mechanism, on which I have already made some remarks. It may

be said, perhaps, with some truth, that Fröbel himself, by laying down a definite plan of training, through his 'gifts,' and by his strongly insisting on its strict observance, countenanced and authorised to a certain extent mechanical action. This, however, is a case in which the 'letter killeth,' while the 'spirit quickeneth;' and I am persuaded that those are very imperfectly acquainted with Fröbel's principles who force their practical application into so narrow a groove; at the same time, I suspect that even Fröbel himself did not firmly grasp the principle, that the child, who is naturally a self-teacher, is to be a self-teacher throughout. The great truth, however, that comes out of Fröbel's researches into the nature of man is, that education consists in an every-sided culture of all the human faculties only. What he means by culture is development, not 'telling,' which is too generally the antagonist, not the minister, of culture. There is a sense in which it may be truly said, that we know—that is, consciously know—nothing that we are merely told by others.¹ What

¹ Faraday was accustomed to say that he never received as a fact what others told him, until, by working upon it himself, he had made it his own. It was a fact to him only when it became fact through his own personal experience.

we really know, so as to possess as a part of ourselves,—of our organic life—comes out of our personal experience in thought or action. We know, in this sense, what we have felt, what we have acquired by contact with the realities of nature and life ; but we do not know, for instance, in this sense, the distance of the sun from the earth, nor Kant's theory of the origin of ideas.

Whatever value may be attached to these remarks, one thing is certain, that in early education we must take as the basis of our operations the phenomena of natural development, the experiences of the children themselves, and on them erect our system of teaching. This is what is meant by Fröbel's great principle, as I construe it, that we must learn, by studying the nature of children, how we are to teach them ; just as Bacon taught that we are to learn from nature the laws by which we are ourselves to govern nature. The choicest fruits of Fröbel's ideas will be gathered only when the teachers of the teachers are profoundly impressed with it themselves, and, above all, impress it upon them. This, at present, is not, so far as I have observed, by any means generally the case.

I left Hamburg deeply impressed with the educational activity everywhere manifested, with its noble institutions for early and advanced instruction, and with the generous public spirit of its authorities.





B E R L I N.

QUEN the 30th of August I arrived in Berlin, and on the following Monday commenced my mission in that city by visiting a private Kindergarten, conducted by Fraülein Sperling, where I found thirty or forty children of from three to seven years of age busily engaged in breakfasting at half-past ten. After their simple repast was over, they commenced 'building' with little wooden cubes and tablets. This I found everywhere a very favourite 'work' of the children, and one in which they generally display much ingenuity. It consists in forming with the objects just mentioned seats, sofas, columns with pedestals, crosses, doorways, flights of steps, walls, little houses, etc. (see p. 26). The children never seemed wearied in varying these forms in every possible way. It is an exercise suited in all respects to their powers, and by means of it, as I have elsewhere said, 'play exhibits the characteristics of art, and "conforms" (to

use Bacon's words) "the outward show of things to the desires of the mind," and the child learns not merely to imitate, but to create.'¹ In consequence, too, of the exact geometrical conformity of the cubes and tablets (the dimensions of the tablets having always a fixed definite proportion to those of the cubes), notions of precision and symmetry are necessarily acquired. It is remarkable to see with what zest and earnest seriousness the children engage in this systematic building.

The next exercise consists of movement-games, accompanied by singing; and as I nowhere saw these games better carried out than here, I will describe some of them in detail.

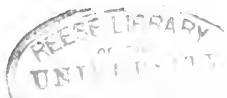
1. *The Sportsman*.—The children forming a large ring with joined hands, and singing a song adapted to the subject, one of them is detached to represent a midge disporting itself in the sunshine. He runs round the circle, throwing his arms about to imitate flying. Another child is then detached to represent a sparrow, who attacks the midge, and swallows it up (a large demand on the imagination, certainly).

¹ See *Fröbel and the Kindergarten System of Elementary Education*, pp. 16, 17.

The midge vanishes, and the sparrow remains. A hawk (another child) immediately pounces on the sparrow, and despatches him, but not with impunity, for a sportsman, who had been on the watch for the hawk, shoots him, and he falls to the ground, to the great delight of the children, who thereupon utter an animated shout.

2. *The Horse and his Rider*.—One child represents the horse, and another, laying hold of the horse behind, follows him as the rider. They set off very merrily; the horse is fresh, but soon shows symptoms of weariness. The pace slackens. He steps in front of one of the children, who represents the ostler of an inn, gets a bait and a drink, and steps on vigorously. Again, however, the pace becomes slower. He has cast a shoe. He stops at a smithy; the blacksmith comes forward and nails on a new one. The horse goes on again, and comes to the gate of a town where the rider pays a toll. After a while the pair starts for the homeward journey, the rider reaches his house, distributes presents that he has brought amongst his children, and receives their thanks. All is mirth and jollity.

3. *The Seasons*.—One child is selected for each. To begin with, Spring stands in the middle of a ring



formed by the rest. All lift up their hands and sing the song 'Spring' (*Frühlingslust*), to denote joy and satisfaction. Then Summer takes his place, wiping his heated brow. Haymaking begins, and the movements of the haymakers are imitated. Summer's song is sung amid rejoicings. Autumn comes next, and reaping, harvesting, and so forth, are represented. Then Winter succeeds, shivering, stamping with his feet, rubbing his hands. Then the four Seasons join hands and dance prettily together; and lastly all take part, waltzing with real grace in pairs. My heart, I confess, danced with them.

4. *The Mill*.—Four children placed crosswise form the mill; the movements of their arms, the sails. Then others bring corn to the mill, which turns round and grinds it. It is then carted off amid songs and shouts.

5. *The Cooper's Shop*.—Wooden and steel mallets and chisels are brought in, as well as a plane, sawing-block, and a tub. The song begins, and the workmen all hammer together at the tub, the clank of the steel tools giving a pleasing variety to the general effect.

6. *Doing as I Do*.—This consists in the singing a little song by a child in the middle of the circle, who, when he arrives at the word 'so,' claps his hands, or imitates reaping, or hammering, or what not. There-

upon the song is repeated by all the children, who do together what the leader has done. I give the words and the music as an average specimen (by no means the best specimen) of the sort of thing which exercises very pleasantly the voices and the wits of these little ones.

Wenn die Kin-der ar - tig sind, dann sind sie im - mer
 froh; und wenn sie nur recht lu - stig sind, dann
 mach-en's Al - le so, dann mach-en's A - le
 so, dann mach-en's Al - le so.

These movement games are, of course, very numerous. Köhler gives in *Die Bewegungsspiele der Kindergärten* no fewer than 275 specimens. They also seem to be entered into by the children with great enjoyment. They practise the limbs, voices, and wits very effectually.

¹ The translation is—'When the children are well behaved, then they are always happy; and when they are very merry, then they all do so.'

ally, and moreover give peeps into the world of business and real life. They afford, too, opportunities for the exercise of the moral virtues, by requiring mutual concession, sympathetic aid, and harmonious co-operation. The little things were very polite (*artig*) to each other, and often displayed much innocent archness and fun. They were certainly very happy.

One morning I went to see the Victoria-Schule, one of two noble public schools for girls. The other is the Louisen-Schule. The Victoria-Schule, which is under the direction of Dr. Haarbrücker, educates about 950 girls ; the Louisen-Schule, under the direction of the learned philologist, Dr. Mätzner, 850.¹ A few particulars respecting the former, which, however, for want of time I only partially inspected, may be interesting. It was opened in 1867 with 259 scholars in 7 classes. It has now 950 scholars in 18 classes. Besides the rector there are 28 teachers (5 'head' and 10 'ordinary;' 9 women ; 1 teacher of singing, 1 of music, and 2 supernumerary), who are

¹ I had a pleasant chat with Dr. Mätzner, who greeted me as a fellow-member of the Philological Society, and he was, although in his 75th year, radiant with health and intelligence, and told me that he still hoped to complete his unfinished dictionary of Old English, though it would require ten years of hard work to do it.

each engaged from 20 to 25 hours per week. The stipend of the rector is 1700 thalers, that of the first head-teacher 1400, and that of the rest ranging downwards to 350 thalers per annum. The inclusive school fee is 30 thalers per annum. The curriculum of obligatory subjects consists of religion, the German language and literature, arithmetic, French, geography, history, natural history (with physics, or *Naturkunde*), writing, drawing, singing, needlework (excused in the higher classes if desired), and gymnastics. English is an optional subject, but it appears that in the winter of 1872-3, out of 279 scholars, who from their position in the school were at liberty to take it or not, only seven failed to do so. The teachers are generally persons of high qualifications, and the results of their teaching are spoken of as very satisfactory. The average number of pupils in a class is about 50. This indeed is prescribed as the maximum, but it is not strictly adhered to. The religious profession of the parents is in 835 cases Protestant Evangelical, in 107 Jewish, while there are only two 'Dissidents' and nine Catholics. The school is a city foundation, and is under the direction of the authorities of Berlin. It takes its name from that of the Crown Princess, who has shown much interest in it, and was present at the opening.

As my special purpose was to see elementary—not advanced—teaching, I gave most of my time to a class (the 8th) of about sixty children (ages nine and eleven) who were learning a lesson in arithmetic. They were working a very simple sum in what we call short division, which they did by long division thus :—

$$\begin{array}{r} 79 : 5 \\ 5 \\ \hline 29 \\ 25 \\ \hline 4 \end{array}$$

And then for proof,

$$\begin{array}{r} 15 \\ 5 \\ \hline 75 \\ 4 \\ \hline 79 \end{array}$$

This was all done on the black board with the teacher's figures, but by the work of the scholars, who were closely questioned on each operation, and gave the figures which the teachers registered. There was nothing so remarkable in the lesson as the earnest fixed attention of the children. The order was perfect. All the sixty seemed to give themselves up to the work as if they were one ; yet I consider that the number in the class was at least double what it ought to have been ; and even the perfect order, which was unbroken, helped to cover the delusion that the minds of all could be suitably and simultaneously developed. Comparatively few pupils were able, under the cir-

cumstances, to answer at all, and it too frequently happened that the same individuals came to the front and did the main work of the class. I was shown some paper books, ruled in squares, in which the scholars were required to enter every rule on a separate page, one sum. All these books seemed very neatly kept. The text-book, including only the first four rules, and, as is constantly the case in Germany, without any answers to the examples, was '*Betgradt und Schüff's Recherfibel*.'

I entered one of the French classes in which a lady was the teacher, whose power over the fifty scholars was observable in their fixed attention and apparent interest. The teaching was most careful; the questions she asked on the text, as well as on the grammar, were for the most part correctly answered, but the pronunciation was decidedly bad.

In conversation with Dr. Haarbrücker on the Kindergarten, I heard some of the objections, which he fully endorsed, to the Kindergarten system—not, however, as he was careful to say, against the principles so much as the practice. The first was, that Kindergarten children, when received at the school, were so restless and fidgetty that it took two or three months to get them into order. Having been so much accus-

tomed to play, they brought the play-spirit with them, and it was very difficult to exorcise it; and as for making it work, that was out of the question. He could not allow any interference of play with school business. Even in the intervals between the lessons, when the girls got into the fresh air, they were not allowed to play—play disorganised them. They could walk up and down—that was quite enough. A Kindergarten child, then, was a nuisance, and the first business the school had to do with her was to clear her head and heart of the fond delusion of associating learning with amusement. Secondly, there was too much routine and drill in the Kindergarten. It destroyed originality, and made the children all alike. It was altogether mechanical. It did occur to me to ask Dr. Haarbrücker whether he considered that the ordinary school teaching, in classes of sixty children for instance, under one teacher, gave much opportunity for developing individual originality, but I forbore—partly because I could not muster my poor German speech-forces for the occasion, and partly because I wished rather to hear than discuss objections. Thirdly, the system was handed over to ignorant girls not out of their teens, who had not been thoroughly trained by general education, had

undergone no examination (he meant by the Government authorities), and could do nothing else.

I listened to these objections in silence, but while in my secret heart I acknowledged that there was a tincture of plausibility in them, I felt that on the whole they were unfair and unreasonable. One can easily believe that there may be some difficulty in bringing a Kindergarten child accustomed to much freedom of action and thought, and also to receive much individual attention, all at once under the bonds of routine ; but then, on the other hand, one cannot but believe that the quickened intelligence—for this can hardly be denied—would amply compensate in the end for the lack of order at the beginning. And I further cannot help thinking that to assume that the moment the clock strikes and the child is six years of age, she is to cease to be a child, and forthwith to be treated as if all she had heretofore learned was of no account, is a very large and unwarrantable assumption. That it could be made, however, was only an argument the more for my belief, that to give the Kindergarten a fair chance, its course must be extended so as to include the elementary studies of the school proper. The initiation at the arts of reading, writing, and arithmetic

would necessarily mitigate to some extent the superabundant hilarity and joyousness which the regular schoolmasters of Berlin have, it appears, so much trouble in putting down before their lessons can take effect. I am quite of 'Jacotot's' opinion, that '*on ne s'instruit pas en s'amusant*,' but I am also of the opinion of the Fröbel authorities, that instruction in the strict sense of the term ought to find no place in the training of a little child of from three to six years of age. Instruction, as the word denotes, is the systematic building of knowledge into the mind in accordance with a preconceived design, and has therefore nothing in common with the spontaneous liberation of forces which constitute the speciality of the Kindergarten, and which aims rather at fashioning the building-stones for future use than at fitting them prematurely into their places. Both the object and the means, therefore, are different in the two cases.

As to the objection that the Kindergarten destroys all originality, it is simply amusing. If cultivating the powers of a child on all sides of his being, or in accordance with his nature, does not give scope for originality, then of course we must try what the drill and cramming order of teaching will do for him. It will, however, be very surprising if this should turn

out to be the true remedy. The third objection, for which there are some grounds, no doubt, will be met by making the Kindergarten governesses more thoroughly competent for their work, through a stricter habit of discipline, than is now generally demanded from them. Not one of these objections, nor any others that I heard in Germany against the Kindergarten, are of the smallest weight, in my opinion, against the overwhelming evidence furnished by its theoretical soundness and its practical efficiency.

In one of the Kindergartens I was present at a lesson, which I could not but pronounce a total failure. About sixty children (aged from three to six) were seated in front of their little tables, making three sides of a square. In front of them was a teacher—a very young one, certainly—with her arms behind her, telling them a story (*Erzählung*). There was no expression in her face, and of course she used no gesticulation. She looked straight before her into the air, not into the minds of the children, and tamely proceeded with her narrative, without stopping, and without putting a single question to them. The effect of this style of dealing with her class was very soon evident. The children were utterly unconcerned about the lesson, conse-

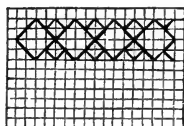
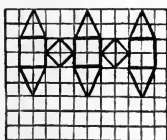
quently paid no attention to it, and forthwith began to create for themselves the interest which the teacher had failed to create for them. They talked noisily, laughed with each other, pulled each other about, and even, in some cases, left their seats. The teacher seemed not to notice the disturbance, but went on unmoved to the end, by which time she had lost all control over the class. The lesson, in fact, had not only accomplished nothing, but had demoralised the children. The effect was strikingly different from what I had witnessed in other cases of *Erzählung*, in which the children's interest was so intensely excited that they could with difficulty be restrained from acting out themselves the various incidents described. When the teacher spoke of the dog leaping along, they threw themselves on the floor to leap too; and when she uttered 'bow-wow,' they chimed in simultaneously with their own little 'bow-wows.' She held them, in fact, entranced by the interest of the narrative. In the case I have just described, the teacher from the first only held the class by a thread, which soon snapped, and then all was confusion. Each wandered on his own way, and all the wrong way. While observing what took place, I could not help expressing in

my mind the principle, that it is the prime business of a teacher, especially of little children, to create an interest in the lesson. Unless teachers do that, they work to no purpose. Whatever may be the matter in hand, whatever the method employed, the interest of the children in it is the essential condition of success. This interest fixes and concentrates their attention, calls out their active powers, and ensures their co-operation with the work of the teacher, and therefore educates them. The method employed is of comparatively little importance. That is a good method, *ex vñ termini*, which secures this co-operation. It is good because it educates—that is, stimulates and develops power. When this profitless lesson was over, the children began building, weaving slips of paper, etc. ; and now, when they had something to do themselves, all was changed. They were as earnestly absorbed as they had before been indifferent, and now looked perfectly happy in their work

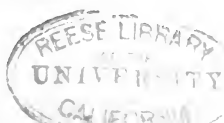
In another Kindergarten which I visited immediately after, I found in a large and handsome room thirty children, who formed one division of the whole number, making in all seventy-four. These were marching and singing very merrily. This exercise

was succeeded by 'network drawing' (*Netzzeichnen*). Each child had a slate marked with squares, corresponding to those on a large black board which stood in view. The tables were also marked all over with squares. The teacher, calling attention to the black board, made a figure, or part of one, and she required the children to make the same on their slates, while she uttered continually (fifty times at least) 'one—two,' 'one—two,' etc., so that all the children simultaneously made the same strokes. The rigid mechanism (which also accompanies the teaching of writing, and often of reading, in all the common schools) may have advantages which I failed, on the whole, to appreciate. To me it seemed to have, at least, some disadvantages. It forced the slower children along at too rapid a pace, and gave them little or no time to correct their errors themselves. In fact, the principle of calling on the children to gain conscious profit for the self-correcting of their blunders and mistakes, is scarcely recognised in any of the teaching that I saw in the Kindergartens. In this instance especially there was far too much 'telling' and ordering to learn, and consequently not the demand there might have been on the intelligence of the children. Still the general

result was good. They were acquiring aptness of head and eye, and accustoming the mind to symmetrical form. The figures which ultimately came out were pretty. This is a specimen—



Much importance, not without reason, is attached to this kind of drawing, called technically 'Netzzeichnen.' It promotes accuracy of observation, and, by securing perfect symmetry, leads to the cultivation of taste, admits of great variety, and undoubtedly excites much interest. It is, moreover, the generally recognised method of instruction (not in the Kindergarten only) in the art of drawing. It is employed in the Gewerbeschule of Hamburg, and I saw it in use in most of the elementary schools that I visited. It is suited to the powers of children, and supersedes unmeaning exercises in making isolated straight strokes. It also prepares for writing, which, according to both Pestalozzi's and Fröbel's notions, should follow, not precede, drawing.



I attended on one occasion, by invitation of the teacher (Miss Kohland), a class in a Volksschule—a school of the same class as our primary schools—to be present at a lesson on a picture, which was the nearest approach that I saw anywhere to a lesson on objects. It was called a lesson in *Anschauung* (observation), a name which it would have better deserved had the objects been real. It was a large coloured picture of a village, with a farm-house, a church, trees, cows, a pond, etc. On these the teacher asked a number of questions as to their relation to each other, their nature, uses, etc., all of which were remarkably well answered by the children (about sixty in number, ages eight to ten), who were evidently much interested in the lesson. Here I for the first time became acquainted with a custom, of which I frequently afterwards had specimens. As soon as an answer was given which had a special significance, and which involved a distinct proposition, the teacher said, ‘Repeat that all together,’ whereupon all the sixty, with one monotonous voice, and that a very loud one, which at first almost startled me, gave it out simultaneously. The teacher had asked, ‘What is a house?’ One of the children answered, ‘A house is a building.’ On

requiring this to be repeated, they all roared out, 'A—hōuse—is—ā—būildīng.' On the whole, this lesson was a very good and useful one. I witnessed no lessons on pictures in the Kindergartens, but I see no reason against, and many for, their being introduced there. They are quite suited, or may be suited, to the powers of the children, and would tend to enlarge the range of their ideas, which are, as I have already said, rather too much restricted within the bounds of the 'gifts.'

I became aware at Berlin of the existence of some disunion among the unions for promoting the Kindergarten system. The Berlin unionists, it appears, do not see eye to eye with those of Dresden, and both, unless I mistake, have some differences with those of Weimar and Gotha. I do not quite understand the quarrel, and will not therefore attempt to explain it; but as it appears to lead to personal remarks, sometimes rather bitterly expressed, on each other, among the leaders of the parties, I learned the fact with much regret. German teachers, unless I do them an injustice from my ignorance, are rather more prone even than those of England to pick holes in each other's coats. Some of the holes seemed to me to be very large, and considerably changed the appearance

of certain individuals whom I had from afar ideally invested with sound and even splendid dresses. I still prefer, on the whole, to keep my ideal in its integrity, and to believe better things of some of these good men than they apparently believe of each other.





D R E S D E N.



ON the 4th of September I left Berlin for Dresden, and the next day called on Dr. Marquart, one of the directors of the 'General Education Union' (*Der Allgemeine Erziehungsverein*), who received me very pleasantly, and gave me several addresses. He lives in a house in which there is a private school for young ladies which he formerly directed, and which is now under the conduct and proprietorship of Dr. Jänicher. Dr. Marquart introduced me, at my request, to this gentleman, who kindly appointed one of his teachers to take me into the class-rooms. I was much pleased with all that I saw in the school; and as there is a Kindergarten connected with it, from which children are regularly drafted into the lower classes, and as I was informed that Fröbel's principles were adopted throughout, I was the more interested in my inspection of it. I had not time to do more than visit the Kinder-

garten and the lowest class, but I may add, that from the prospectus I learned that the curriculum embraces Religion, German, French, English, History, Geography, Arithmetic, Natural Science (*Naturwissenschaft*), Calligraphy, Drawing, Singing, Gymnastics, and Needlework. Pianoforte-playing is an extra subject. The institute takes day scholars, half boarders, and boarders. The fee for instruction only varies from 4 thalers to 2½, according to the class, monthly; and for boarders, 300 thalers a year in addition. The Kindergarten pupils pay 20 thalers per annum.¹

I first went to the Kindergarten, and found twenty-five nice little children (boys as well as girls) under the care of a pleasant-looking mistress, engaged in folding paper (*Falten*). They all looked busy and happy. I next entered the room for the lowest class of the school, and found the head-master himself teaching the

¹ It may interest some English mistresses of boarding-schools to know the outfit that each young lady is required to bring with her on entering this establishment. 'One complete bed (without bedstead), with summer coverlet, and 2 dust-covers, 1 table-cloth, half-dozen of napkins, 2 silver spoons, with knife and fork, 1 cup, 1 glass, 6 night-caps, 6 night jackets, 2 day and 3 night shifts, 12 pairs of stockings, 24 pocket-handkerchiefs, 1 waterproof cloak, 4 white, 2 coloured, and 2 warm dresses, 6 pairs of drawers, 1 umbrella, 1 work-box, 1 set of toilet basin, ewer, and jug, 1 chest of drawers.'

children to read. This was an interesting fact ; and I could not but compare it with another fact—namely, that amongst us it is too generally considered that anybody is fit to give children their earliest instruction, whereas the initiative into any study, being in many respects the most important part of it, especially requires artistic teaching.

The method was this : The teacher wrote a letter, or a combination of letters, on the black board, uttering very clearly, at the same time, the sound of which it was the symbol, and then requested the children to reproduce the signs on their slates, and to utter them at the same time, the utmost attention being paid to distinctness of articulation.¹ The children were of the ages of six to eight, and the immediate subject was evidently new to them. When I entered, *i-e* appeared on the board—‘*i-e* is *i*,’ said the teacher ;

¹ This method of connecting reading with writing, called ‘*die Schreiblesemethode*,’ is very commonly, though not universally, employed in German schools. It is sometimes called Graser’s, from the name of an eminent teacher, who gave it a systematic form. It had, however, been suggested (as I learn from Strach’s *Geschichte des Deutschen Schulwesens*) by De Launay, a French teacher of the eighteenth century. The method, which appears to be very successful in practice, has the special recommendation, that it requires the learner to take an active part in the process. He co-operates throughout with the teacher, and in fact does the work himself.

'*i-e=i*' responded all the children with one voice. He then went on—'*i-e-h* is *i*.' This was followed by '*i-e-r* is *i-i-r*' (the *r* strongly vibrated); '*i-e-s* is *i-s*,' (the *s* brought out very sharply). All this was reproduced by the children, who looked with all their eyes, and delivered the sounds with all their voices. They were most earnest, attentive, and orderly. The children then turned to the book which lay before them, where they found whole words containing the elements in which they had been exercised. Sixty of these they went through, the teacher asking the meaning of the words, and then, when one answered, requiring the whole to repeat simultaneously in a loud voice, 'What is meant by *Dieb*?'—Answer, '*Ein Dieb ist ein Rauber*.' 'Repeat *Eīn-Diēb-ist-ēīn-Rāūb-ēr*.'

very important
This practical combination of writing, reading, and requiring the meaning of the words, is general in the elementary classes; and though the meanings given, as appears from the above specimen, were not very definite or deep, they served the purpose; and it was assumed (possibly without sufficient warrant) that, by the simultaneous repetition, the knowledge of one or more became the property of the whole. I scarcely ever heard the teacher give the meaning himself—he

generally got it from some member of the class. The reading in the elementary schools is generally remarkably good. It is rare to meet with the stammering and stumbling too frequently heard in our schools. The children know what they are about, and proceed with confidence. In the year 1873, I heard, in the village school of Schwalbach, small children, ten or eleven years of age, reading complete narratives, containing plenty of the long-tailed words with which German abounds, in a style which surprised me ;—just, in fact, as an educated Englishman would read out an article from the *Times*, explaining the important words and completely expressing the sense.¹

I was amused in Dr. Jänicher's class with a little morsel of a child, who, I was told, was English. I asked her, 'Can you speak English?' 'Yes, I can, and I'm learning to speak German, *I believe*.' She looked very bright and intelligent.

In another class, where writing was going on, I saw some beautiful 'English writing' on the black board, which the children were copying.

¹ Dr. Morell tells us in his Report in the last Blue Book that 'he could count up on his fingers the elementary schools in which this kind of reading is heard in England.'

In another class—rather higher up in the school—the children were busy at *Netzzeichnen*, and produced some very pretty specimens; and, generally, I observed that the Kindergarten ‘works’ (not the games), with cubes, etc., found their way, or rather were maintained, in several other classes.

On the whole, I was satisfied that a very good style of teaching prevailed in this school, and I could not but attribute this in a great measure to the principles on which the practice was avowedly founded.

I had an opportunity one morning of conversing with Dr. Paul Hohlfeld (one of the most intelligent men I met with in Germany, and himself a teacher in a great *Volksschule* in Dresden) on the objection to the Kindergarten system that I had heard in Berlin. He allowed that there was much mechanical and unintelligible teaching in some Kindergartens, in which the teachers did not well understand what they were about, and therefore failed to elicit the best results of the system; but he assured me, from his experience in the *Volksschule*, that the children who had been in the Kindergarten were generally superior to others, showed more interest, and ‘stepped quicker up the classes.’ Dr. Marquart, also speaking from experience, had made the same remark, adding that some

children, who had been pupils in his own Kindergarten, created, to use his own expression, 'quite a furore' in the Gymnasium.

I visited an institution for training Kindergarten governesses, where I found a number of young girls under the direction of Madame Keller, the principal, engaged in pasting slips of white paper on blue cardboard (*Aufkleben*), and producing various geometrical forms, and others producing similar forms by laying down little tablets on the desk before them (*Legetäfelchen*). I had occasion here to remark, as I had done at Hamburg, how very small an amount of native intelligence the students were credited with. 'Look here; don't you see that that is quite wrong?' 'That ought to have been done so,' etc., when the slightest reference to the fault would have called forth the reflection necessary for the correction of the pupil himself. I need not repeat the remark I have already made on this subject. The teacher was no doubt able and intelligent—as she certainly was amiable and kind—but I am persuaded she might make more of her materials than I saw made.

I wished to visit the Volks Kindergarten attached to this institution, but it was 'free' time for the children, who were all in the playground, and I

could not wait. I observed, however, that they were happily engaged in playing with some large heaps of dry sand, just as children play on the sea-side, scooping it out, making mounds with trenches round them, etc. This seemed to me a good hint for other Kindergartens. These sand-heaps afforded an immense amount of innocent amusement, not altogether unaccompanied with instruction.

I left this pleasant scene in order to avail myself of an introduction to Dr. Kockel, the accomplished director of the Königliches Schullehrer Seminar (Normal School for Elementary Teachers), with attached practising schools. I was most pleasantly received by him, and put in the way of visiting some of the lower classes of the school under the courteous guidance of Mr. Thieme, one of the head-teachers of the Seminar, with whose marked intelligence and artistic skill I was strongly impressed. I was the more interested in visiting these elementary classes, because Dr. Kockel is himself a strenuous advocate of Fröbel's principles, and has impregnated the practising school with them. I do not know whether there is a class of Kindergarten children in this institution, but the Fröbellian exercises (gymnastics, weaving, paper-folding, tablet-laying, natural drawing, as well as the

cubes, spheres, etc., of the 'gifts') certainly form a regular part of the method pursued in the lower classes, with a view, as stated in the prospectus, of 'cultivating the children's active powers, and laying a sound foundation for drawing, geometrical instruction, and the observation of nature.'¹ I was introduced by Mr. Thieme to the 12th class, where I found 33 children, boys and girls, of from six to eight years of age ; apparently, judging by their dress, and in many cases by their bare feet, of the poorest class. A young teacher was just about to give a lesson on geography, and I found it was to begin with the house itself in which the children were assembled. As it was a very interesting lesson (and moreover typical), and as I stayed the whole hour while it was given, I shall describe it in detail.

Besides the ordinary black board, there was another painted in squares, on which, or in connection with which, the lesson was to be given. Each child had a slate correspondingly ruled in squares. The teacher began by asking questions about the bearings of the house—'Which is the north, south?' etc. These ques-

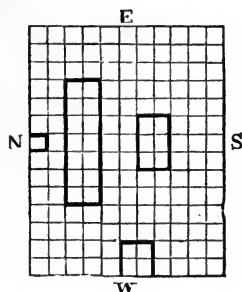
¹It is to be noted that in this institution, which is a Government normal school, the Kindergarten certainly forms a part of the system.

tions were promptly answered, and N. S. W. E. marked on the board. Then 'How is this house situated?' It came out that it faced the north, and therefore the sides were known. Then was shouted out simultaneously in a very high key, 'Thē-frōnt-ōf-thē-hōuse-lōōks-tōwārd-s-thē-nōrth.' Then 'What is the house built of?' Answer—'Thē-hōuse-is-būilt-ōf-stōne.' Then 'What was round the house?' Answer—'A garden on three sides'—shouted out in chorus, 'Thē-sē-mī-nā-ry-gār-dēn-hās-thrēē-sīdes.' I have not given all the questions and answers.

The teacher then began to draw, strictly preserving the proportions pointed out by the squares, the shape of the building, asking questions as he made every line, and directing the children to draw the corresponding figures on their slates. The questions were such as these—'What have you done now?' 'Why is that line so long, and not longer?' a reason being required for every operation. Then the out-houses were visited, questions being asked what they were for, and how large in proportion to the main building, etc. From time to time, at a signal given, the children laid down their pencils and shouted out their answers simultaneously, as before described.

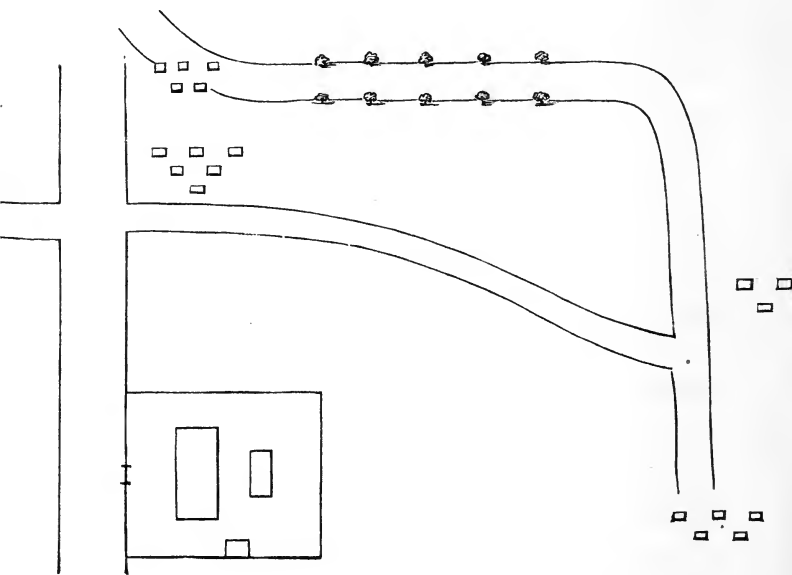
The figure on the board and on the slate was,

at the present stage of the lesson, something like this—



The position of the house and its surroundings being thus determined, and many questions being asked upon it, the teacher took his chalk in hand and proceeded to draw the street on which it stands, asking many questions, such as—‘In what direction does the street go?’ ‘The street’ (not merely ‘it’) ‘goes E. and W.’ ‘To what place does it go?’ ‘The street goes east to Löbtau.’ ‘What places or buildings does it pass near on the way to Löbtau?’ Then naming other places in the neighbourhood—‘How must we go to reach ——?’ ‘We must still go E. to reach ——,’ or sometimes ‘N.E. or N.W.,’ etc. Löbtau and some other places were then inserted by the teacher on the board, and by the children on their slates. Then all left off, and a boy was

called from the class to the board to examine (pointer in hand) the rest on what had been done, which he accomplished very skilfully, repeating his question over and over again. [One child who was rather inattentive—a marked exception—was punished by the teacher's taking his pencil from him.] Then other streets or roads were inserted with the same strict observance of the bearings, and the figure on the board finally presented itself thus—



I could not but consider this a very excellent lesson—excellent in every way. The children (with the exception already mentioned) were earnestly attentive throughout; their own co-operation all the time maintained the interest excited by the teacher, who, on his part, though young and a novice in teaching, steadily kept to his purpose. This first lesson was to be followed up by others, extending the area to the principal towns of Saxony, and then the map of Saxony was to be carefully studied and mastered. The teacher, of course, had no book to aid him. I never saw a teacher with a book in any German school, even when reading in class was going on. In this case the scholars were to read so as to inform the teacher of the matter of the lesson. If they could not do that, then the reading was bad, and had to be recommenced. Everywhere the teacher appeared to be master of his subject.

I next went with Mr. Thieme to a class of children of between six and eight years of age, in which he himself gave a lesson in writing. Three other teachers were present, who merely looked on and acted under direction. All the children but the very youngest, who wrote on ruled slates, had copy-books. This lesson was in many respects very remarkable. I had

never seen anything like it before.¹ The part which particularly attracted my attention was the elaborate preliminary exercise—the pantomimic representation of all that was being done by the pupils.

The object was twofold—first, to prepare the fingers and the mind for their work ; and, secondly, to make the pupils conscious of all the operations they were to perform in the practice of writing.

1. Exercises with the fingers. Mr. Thieme held up his hand with the fingers close together ; he detached one, two, three from the rest ; then, renewing the operation, he added them singly or in groups to each other ; he elevated them singly or in groups—the children throughout imitating his movements. Next the fingers were elevated separately and in groups, with the words ‘up—down—up—down,’ etc.

2. Wrist-movements of various kinds.

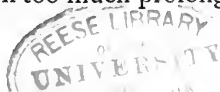
3. Movements required in writing ; the hand (without pen) held in the required position ; then both hands and the arms arranged with regard to each

¹ It appears, however, from Strach's interesting *Geschichte des Deutschen Schulwesens*, that this method is in substance Daffit's, who made it known twenty-five years ago. He prescribes preliminary exercises for rendering the fingers supple, exhibition of the proper way of holding the pen, and especially the writing by time (*Taktschreibung*), the teacher leading the operation by saying ‘one’ at the up stroke and ‘two’ at the down stroke, which words the learners are to repeat softly as they make each movement.

other ; lastly, pantomimic movements on the board by way of illustration.

4. Movements, pen in hand, to show proficiency in holding it ; first slow, then quicker and quicker, then a sliding movement of both hands to show that the letter was made.

These exercises altogether occupied nearly a quarter of an hour. The teacher then took up the chalk and wrote on the board (ruled for round hand) various strokes, the children making the same in their books. Then followed a line of *f*'s, each being joined to the preceding by a curved line thus—*f f f f f* ; while each movement of the head was accompanied by the words 'one—two—three,' 'one—two—three,' so that the whole class (each child repeating softly the same words) made the same stroke at the same time. Then the pace was quickened, and they proceeded at a rapid rate. In fact, the pace was far too rapid, and prevented the children from observing the model, which I observed they did not look at a second time. The strokes were all made with very sharp-pointed pens, so that the distinction between thick and thin strokes seemed scarcely even to be aimed at. With some modifications, easily made, this method appeared to me very excellent. The preliminary exercises especially, though too much prolonged, would certainly



make the hand flexible, and give every child a very distinct notion of what he had to do.

On the whole, I was much interested by what I saw in this practising school. I only regretted that I had no time to give to a visit to the classes of the Seminar itself—an institution, judging from the programme of studies, and from what I saw of the teachers and the teaching, in which such work is well done.

I felt on leaving Dresden that I had done scant justice to the earnest educational activity which prevails there. My plan, however, did not allow of further delay. I proceeded, therefore, next to

WEIMAR,

which I reached on the 8th of September.

In Weimar I first visited the Bürgerschule (Director Pfeiffer), a large institution for boys and girls, each in a separate part of the school-house. My special purpose was to attend the lessons of the lowest class, consisting, as I found, of about eighty little girls of six and seven years of age,—far too great a number to be under the direction of one teacher, though in this case the teacher was a very intelligent young man. The children were, however, ably managed, and were very attentive and orderly; yet

as was natural under the circumstances, the greater part of the work was done by a comparatively small number of the children.

The business of the morning began at eight o'clock with a short prayer, all standing. The lesson was on the history of Moses, a portion of which the teacher related in a simple manner. He then asked a number of questions, which the children answered readily. They appeared to be much interested. The good answers were repeated simultaneously by the whole class, some of the little boys nodding their heads and swaying their bodies while they answered, as if naturally moved by the interest of the story. This little trait struck me forcibly. Now and then they were required to repeat after the teacher some little rhymes. At another time the teacher said, 'When we feel ourselves fresh and well in the morning, what ought we to do?' 'We ought to pray, and give thanks to the dear God.' On the whole, this was an interesting little lesson.

The teacher next began a lesson in reading, having by his side a black board with ledges, on which he placed movable blocks, each containing a letter. These were sounded at first separately, then in various combinations, by the 'laut' or

'sound' method,¹ the children framing the mouth for each sound, consonants and vowels, and then, in the case of the hard consonants, exploding the sound. It was the sound of the letter, not its name, that was uttered—'P-a, pa ; p-a-pa ; papa ;' *w-ä-n-d-e, wände.* '*Wie viele Wände hat die Stube?*' (How many walls has the room ?) Answer, '*Dē Stū-bē hāt vier Wändē.*' (The room has four walls) ; and so on.

Then followed arithmetic. The teacher produced a tray of cubes, and taking up one said, '*Was ist das?*'

¹ This 'laut' method was first developed and expounded by Stephen—seventy years ago—with some modifications suggested by Krugg, and prescribed for general adoption by the Prussian Minister of Education in 1841. I found it employed in almost all the schools that I visited, though with various degrees of strictness. It is a perfectly natural method, and ought to be introduced along with the 'Schreiblese Methode' into our elementary schools. Sir James Kay Shuttleworth, when in Downing Street forty years ago, made an attempt, which proved fruitless, to introduce it. The failure was greatly due to the singularly crabbed and uninteresting book (*The Phonic Method*), compiled under Dr. Kay's direction, which was intended to initiate teachers into the method. All praise is, however, to be given to Sir James for the earnest and enlightened spirit in which he then worked up the improvement of the methods of elementary teaching. It is not his fault that the Revised Code has so long pursued its disastrous course, ignoring or repudiating every principle of true education. Had his wishes been realised, we should have had a very different kind of teaching in our schools from that which has for years prevailed, and still prevails.

(What is that ?) ‘*Das ist ein Würfel.*’ (That is a cube.) ‘Count the sides—the edges—the angles. How many are there ?’ The children answered promptly and well. Three or four more cubes were produced, and placed on or alongside each other. ‘How many are there now ? I take away one—two—three ; how many are left ?’ ‘How many when I add these’ (pointing at four) ‘to this one ?’ Answer—‘Four cubes and one cube *is five* cubes’ (strong emphasis on *five*). Then a number of such questions as these were asked : ‘You buy twopence worth of apples and four pennyworth of potatoes—how much do you spend ?’ All these questions, certainly simple enough, were answered perfectly ; not only correctly, but with a certain air of mastery, denoting complete comprehension. Then came writing. The copy ‘*Mutter*’ was written on the board, and read aloud before it was written. The children wrote on slates, one side of which was ruled for large hand, the other was ruled in squares for *Netzzeichnen*. Some of the writing was remarkably good for such little children ; and indeed, on the whole, considering the number in the large class, there was a good deal of intellectual life. Many of these children came, no doubt, out of the two large Kindergartens of Weimar ; and whether they did or not,

the spirit of the method pursued was as nearly as possible in conformity with Fröbel's principles.

I visited in the same institution the lowest class of boys (78—of six and seven years of age). Here there was more amusement, less teaching. All sorts of exercises, as clapping hands together, the one on the other, laying the head first on one hand, then on the other, then on both, going to sleep with the right side of the head laid flat on the cloth, then the same with the other side, etc. They then sang to the teacher's violin accompaniment a song, the refrain of which was 'Cuck-oo, cuck-oo.' The singing was loud, not sweet. I did not stay for the next lesson.

I have here and in other parts of this book minutely described what I saw done in the *Volksschulen*, because these exactly correspond to our primary schools. The materials to work upon were precisely the same in all respects, and the difficulties to be overcome of precisely the same nature; but here I witnessed nothing of the drawling, droning manner of learning which too frequently characterises our style—the manner of dreamers who are suddenly waked up for the moment, and then relapse into slumber until they are roused again. The children here, on the contrary, were all awake, and eagerly desirous to prove that they were:

nor did I see a single child in any of these schools that could be denounced as idle, nor one instance in which they seemed to be covertly attempting, by secret tricks between neighbours, to create an interest for themselves outside of the lesson. I was struck too, as I have said before, with a certain air of confidence and mastery with which they performed their parts when called upon. They scarcely ever hesitated for a moment in answering the questions put to them, but proceeded at once to the business in hand as if conscious that they were prepared for it. In all these I perceived easily the soundness of the previous teaching, which was producing its effects on the current lesson. They did well because they had been used to do well, and had been taught how to learn.

I next proceeded to visit Miss Meissner's private Kindergarten, one of the two established in Weimar. The other is Miss Minna Schellhorn's, of which I shall have presently to speak. The children (forty in number, ages from three to six) were engaged, when I entered, in movement-games (*Bewegungsspielen*). There was one of these, which I had never seen before, intended to test and improve the sense of hearing. A child in the middle of the circle was blindfolded and then led up to one of the other

children, who was to sing 'la-la-la' in its ordinary voice, and the point was for the former to detect by ear and touch also who the singer was. If successful, the detected child was to take the place of the other, and so on. This game might be varied, but was not in the present instance, by requesting the blindfolded child to name, from touch, different articles in the room, or to tell what part of the room he is in.¹

The children, after the games were over, sat down to work at folding paper (*Falten*) and pricking out forms on paper ruled in squares (*Ausstechen*), the outlines of the figures of horses, birds, houses, etc., having been sketched beforehand by the teacher in pencil. The little things seemed much interested in this employment, and gave up their small minds earnestly to it. They were doing something themselves. Every now and then they held up their performance to the light, and were pleased to see the figures growing under their hands. Miss Meissner, active, brisk, and intelligent, was as a centre of light

¹ A variety of such experiments in the use of the senses may be found described in a very valuable little book which I strongly recommend to parents and teachers—*Exercises for the Improvement of the Senses for Young Children* (Bell & Daldy).

and movement to the whole body, which she inspired with her presence.

My next visit was to Miss Minna Schellhorn's large Kindergarten of about 100 children. Her rooms are very spacious and airy, and there is a garden (with children's flower-beds), and a large play-ground, with an ample shed, in which much of the mingled play-work goes on when the weather is fine. I found one division of the children engaged in paper-modelling (*Falten*), another in arranging slips of paper in geometrical forms (*Verschnüren*), and a third in laying little wooden tablets in various positions with regard to each other, constituting forms of 'life,' 'knowledge,' and 'beauty' (*Legetäfelchen*). As the children here were remarkably apt and intelligent, I stood by watching them at their 'work.' To the eldest, engaged in 'Falten,' pieces of buff-coloured paper (four inches square, exactly measured) were given out. They were first asked to explain the form of the paper. 'What is the form?'—'A square.' 'How many sides?'—'Four.' 'What about the sides?'—'All are equal.' 'What about their position?'—'Two are perpendicular, two horizontal.' Then followed questions on the angles, their number, kind, etc., all of which were promptly and correctly answered by all the chil-

dren. They were then directed to fold the paper so as to make two of the parallel sides meet. 'What figure have we now?'—'An oblong.' 'Restore the original figure, and compare this with it.' 'Each of the oblongs is half as large as the square.' 'How do you know that?' 'Compare the length with the breadth of the oblong, what do you notice?' 'The length is twice the breadth.' 'Show that measure.' Many more questions of this kind were asked, and thoroughly well answered. Then the square was folded diagonally, and a new series of observations made on the triangle produced. 'How many angles?' 'What kind of angles?' 'One right angle and two acute angles.' 'What is an acute angle?' 'What is an obtuse angle?' 'Have we an obtuse angle here?' etc., etc. The answers were not always technically expressed, though they generally were, but they invariably showed correct observation (*Anschauung*) of the facts with which their minds were brought into direct contact. I was delighted with the intelligent, artistic guidance of the teacher (Miss Schellhorn), and with the almost equal intelligence with which the children followed her lead. These preliminaries over, the teacher said, 'Now fold some forms with your paper,' and left them to take another class. I stood

at the table myself, watching the deft little figures rapidly employed in 'conforming the outward show of things to the desires of their minds,' and producing, each according to his or her own pleasure, boxes, boats, seats, crosses, salt-cellars, and other very complicated shapes, of which I did not get the names. The children begged to be allowed to give me the results of their handiwork, and I accordingly, after expressing my genuine satisfaction, brought them away with me. If any one chooses to contend that these children were not usefully (I know that they were happily) employed in their 'Falten,' I can only reply by asking for a definition of useful employment. Observation, expression, reflection, were all exercised ; and if nothing else was done, they were gaining great aptness in the use of their fingers.

I next directed my attention to the work of the children (the youngest of all) who were employed with the tablets. It was delightful to see the thorough absorption in the work of forming seats, crosses, tables, houses, etc., on the flat desk, and the glee with which they contemplated their little performance—talking, laughing, and criticising each other's work. One child, after looking for a moment at what he had produced, shouted with delight ; another, who had been earnestly

employed in making a house which had tumbled down several times, having at last succeeded, clapped her tiny hands over the finished work, and nudged her neighbour to invite her to witness and share in her joy. If there are any of my readers who amuse themselves with the idea of a grave professor of advanced years sympathising with these innocent sports and occupations of children, and calling that education, I cannot help it. After years of both study and practice of education, I cannot frame a definition of it, which, as including development and training, does not strictly apply to the exercises in which these little children were engaged. Their active powers, bodily and mental, were elicited by an all-sided culture, and, what is supremely important, with the continual accompaniment of satisfaction and pleasure. No harsh compulsion, no tears, no idleness did I observe in this or any of the Kindergartens of Germany. All were busy, all earnest, all interested, and this because they were at work (for the games were work) on their own account. The labour itself was a pleasure (*Labor ipse voluptas*), because it was their own labour.

The morning's business was now coming to a close, and it was finished by an exercise which produced immense excitement. Some twenty-five of the

children, seated on both sides of a long table, began, in imitation of the teacher, to beat time on the table, at first very slowly, then quicker and quicker,—at first with one finger, then with two, three, etc., then with the whole flat hand, and lastly with the doubled fists. This was apparently very satisfactory, but the next was the *chef-d'œuvre*. It was to imitate a storm. First, the finger-tips tapped to measure on the table represented the dripping rain, then louder tapping showed that the rain was growing to a pelting shower. It went on louder still, while now and then smart simultaneous blows with the flat hand indicated the lightning-flashes; these at last were succeeded by fast, loud, redoubled blows with the closed fists of both hands, making a tremendous crash of thunder. This was the climax of the storm, and it created quite a furore among the children. They were, in fact, intensely delighted, and—shall I confess it?—so was I. I left Miss Schellhorn's admirable Kindergarten with feelings of great respect for her, and with increased confidence in the system which she so artistically administered.



G O T H A .

ON the 10th of September I found myself in Gotha, my principal object in visiting which was to examine the great Kindergarten institution presided over by Professor Köhler. I may say at once that few things in the course of my life have ever interested me more than my visit to 'Das Gothaische Lehrerinnen-Seminar und seine Zweiganstalten'—the Gotha Normal School for Governesses and its branch establishments. It will be seen from this title that its main object is that of training female teachers. The Kindergarten itself is only one of its departments—a sort of practising ground for the Kindergarten governesses. The institution embraces, in fact, six departments—1st, the Kindergarten (for children from two and a half to six years of age, fee about £1, 16s. per annum) ; 2d, the Girls' School (age from six to fourteen, fee about £2, 14s. per annum) ; 3d, the Higher Girls' School (*Fortbildungsschule*), (age from about four-

teen upwards, fee about £4, 10s. per annum) ; 4th, the Normal College for Kindergarten Governesses (girls above sixteen years of age, fee £9 per annum) ; 5th, the Normal College for Teachers preparing for the Primary Schools (fee £9 per annum) ; 6th, the Boarding House (£45 per annum, including the school fee). All these departments are closely connected with each other, especially by the principle which reigns throughout and determines the character of the instruction. That principle is that of Fröbel, of which, both theoretically and practically, Professor Köhler is a distinguished expositor. He has written several separate works upon it, and his *Praxis des Kindergartens* (in two volumes, to be followed by a third) is one of the best guides to its practice. After receiving from my interview with Professor Köhler a very favourable impression of his benevolence and intelligence, I went first to the lowest class of the Girls' School, where I found twenty-two children (ages six and seven). The class consisted, I was told, properly of thirty children, but eight were absent from measles. They were marching very prettily to a measured rhythm of three beats, the last of which was strongly accented. Then they were supposed to come to a wood, where they all

lay down to sleep, from which they were roused by a loud 'cuckoo!' from the teacher. Then they all jumped up, shouting 'cuckoo!' dancing, and clapping hands, and went to sleep again. It was, in fact, a Kindergarten exercise introduced into this elementary class of the Girls' School.

I next went to the Kindergarten itself, where I found the same teacher who had just before been in the Girls' School. The children, about thirty or forty in number, were variously employed—one division, the youngest, were engaged with little sticks (*stäbchen*) making various forms of objects on the table. One of two and a half years old was very earnestly busy, but not very successful. She did not quite perfectly 'conform the outward shape of things to the desires of her mind.' Now and then she looked round to see what her neighbours were doing, and then, appearing to have gained a hint, went on again, nodding her head with approval when she had made a point. There are many exercises with *stäbchen*; amongst others, exercises in counting.

At another table the children had needles, with coarse thread, which they passed through holes already pricked as a pattern for them in cards, thus producing a sort of embroidery (*Ausnähen*). This,

though, I believe, very common, I had not seen before. The effect was pretty, and the children seemed much pleased as the picture grew under their hands.

I thence passed into the sixth class (lowest but one of the girls' school), about twenty-five in number, ages seven and eight, where a very intelligent and painstaking teacher (Miss Ulrici) was cleverly developing the principles of *Umlaut*; that is, the modification of the vowels in nouns. I was surprised to hear how fully these little ones entered into the lesson. They answered the questions put to them exceedingly well.

In the next class that I entered the lesson was in English, about thirty girls, of whom fourteen (thirteen or fourteen years of age) were here learning English. The teacher (Miss Rothstein), who is a pleasing person of gentle and refined manners, was conducting the lesson. Each girl had before her '*Earth's Many Voices*' (published by the Christian Knowledge Society), a nice little book, well adapted to the purpose. The lesson was given in German, not English, and all were most attentive to it. The pronunciation was far from good—too soft and mincing—but they seemed to know very well what

they were about, and translated the text into German quite fluently.

In the afternoon of this day I was present at what was called a trial lesson (*Probe Aufgabe*) in the Kindergarten governess department. Twenty-four children came merely in to be experimented on by six teachers in the presence of all the other teachers (who took notes), and by Professor Köhler himself. Dr Haas, also of Wiesbaden (whose Kindergarten I had visited the previous summer), and another gentleman, were present. Five out of the six teachers successively told stories to the children. The sixth superintended a lesson in gymnastics, in which there was much jumping over spaces marked out by long staves laid on the floor, etc. The success in story-telling was various, but all the teachers spoke with great fluency and distinctness. I have frequently had occasion to notice the firm and unhesitating manner in which German teachers speak in their classes. There was never any stammering, hesitating, bungling, or recalling words, as is common enough when English teachers deliver themselves in a set narrative or speech. All seemed to know exactly what they had to say, and how to say it; yet, as I have said, the success of these teachers in their trial

lesson, as tested by the effect on the children, was various. Some laid hold of the children's eyes, ears, and minds with remarkable power, and kept their attention riveted on the story. In one instance the eyes began to wander, and symptoms of weariness were obvious, and a little member of the class went fairly to sleep. On the whole, the interest displayed by the children under these repeated doses of words was far less vivid than that manifested when engaged in the 'occupations' in which they were themselves the agents. It is what children do for themselves and by themselves that most interests and most effectively educates them. The present instance, however, does not perhaps fairly represent the case. It could scarcely be expected that the children should maintain their attention at full pitch under the infliction of five successive doses of words.

At the close of the sixth lesson, which came in very opportunely, the session was broken up. In about ten minutes after, however, it was resumed, without the children, in another room ; the object now being to criticise the lessons just given. One teacher after another rose at the bidding of the Professor, and gave what appeared to be very frank and outspoken opinions on the performances of their

colleagues. I could not, in consequence of my deficiency in German, understand all the points brought forward, and shall therefore venture on no criticism of the critics themselves. At the end of a long discussion Professor Köhler briefly summed up the arguments.

The next morning, at seven o'clock, I again presented myself in the same department of the institution to hear two lectures of an hour each, to be successively given by Professor Köhler.

The first lecture was on *Methodik*, or Method. It was entirely *vivâ voce*. No one of the fifteen young governesses present took a single note, but their fixed attention was very obvious. The lecture was very simple in substance (almost, indeed, to excess), and the tone and manner those of a master of the art of lecturing. The motive or subject was the laying of the grand work of clear representations (*Vorstellungen*) in the mind, and the first part consisted of an analysis of numbers, the second of that of forms. It was shown how the conception of number arises from the observation of a plurality of concrete things. A great number of instances of every kind were adduced, and the proposition laid down that 'what is true everywhere, at all times

and in respect to everything, must be general and abstract,' and hence the use of abstract numbers. Questions were frequently put to the class, and bundles of little sticks used by the students by way of illustration. Then the conception of form was analysed, the proportions of the circle being minutely investigated.

The second lecture, 'On the Theory of the Kindergarten,' to a new set of students, twenty-five in number, and younger than the others, followed the first after an interval of about five minutes. It was, of course, one of a series, and the subject was the exercises of which the cube is capable. Every student was required to do herself with the cube what she was as a teacher to require from the children. The rigid enforcement of this demand on the attention became at last, I could perceive, rather wearisome. The Professor, however, would take nothing for granted, so the cube was made to show off every power that could possibly be expected from a well-behaved solid. Anything more exhaustive—not to say exhausting—in the way of a lesson (which it was rather than a lecture), I was never present at. The proof of the cube's capabilities was complete and overwhelming. I do not say

there was too much of demonstration—for one never knows what too much is—but it did occur to me (as I have remarked before), that the teachers of Kindergarten governesses in Germany certainly give their pupils extremely little credit for native intelligence ; by which I mean here the power of thinking for themselves, of dispensing with continual guidance and help from without. I make this remark with some diffidence, however, in the case of so eminent a teacher as Professor Köhler, especially as I had witnessed in the previous lecture to the elder students a greater, though still very slight, demand made on their thinking powers. The question has been touched upon in a previous page, but as it is one of great importance, and forms almost the only ground of difference between myself and most of the heads of Kindergarten Colleges I met with in Germany, and applies, *à fortiori*, to our own Normal Colleges, I may venture to re-discuss it here. It is usually thought that the testing a teacher's powers is his competency to 'communicate,' as it is called, the knowledge that he possesses to his pupils. If we find him earnest in his work, intent in dealing out facts which he knows to his class, and giving them clear explanations of what he conceives to be difficult, we generally pronounce

him to be an excellent teacher. The test is, however, fallacious ; for, after all, it is more than possible that he has communicated (that is, that the hearers have received and incorporated) little or nothing of his prelection, and that their minds were simply passive under the torrent of words with which he has drowned them. He has taught, certainly, but they after all have not learnt ; and it may happen, indeed often does happen, that just in proportion to the care with which he has mixed their food for them, is its unsuitableness for their nutrition. He has, in fact, done for them what, if they were to gain strength and power from the lesson, they ought to have done for themselves. He has been hard at work, and they have done little beyond looking on. Assuming moderate attention, or at least the appearance of it, on their part, they may have gained now and then, in a fragmentary way, something which happened to be *en rapport* with what was already in their minds ; but the doubts and difficulties which at the moment suggested themselves, and the solution of which by their own reflection would have been most valuable to them, have been repressed by the necessity imposed on them of trying to keep up with the long strides of the teacher advancing in his way. They quicken

their steps, but find a mist in the path, which thickens as they proceed. They hear but cannot see their leader, and at last give up the attempt to overtake him. The rest of the lesson is therefore utterly useless to them, and they cease to give any heed to it.

Now, suppose on the other hand that the teacher, instead of assuming that his knowledge of the subject in hand, and his power of telling and explaining, constituted the proper qualifications for his office, had assumed, on the contrary, that his business was, before everything else, to elicit the pupils' powers, not to display his own—to make them think, not to think for them—to make them do the talking and explaining, not to do it for them—to receive, not to give—his plan of action would have been altogether different, and the results would have been different.

He would have thought to himself—I know well myself the subject I have to teach these students, and my knowledge will enable me to direct their attention to its various points of interest, but it will be of no service to them simply to tell them what I know. My knowledge, as far as it is the product of my own research and thought, cannot possibly be communicated to them. In order to possess it, they must themselves

go through the processes by which I gained it. My business, therefore, is not even to attempt to impose it didactically upon them, but to put them in the way of obtaining it themselves. The function of a teacher is to get his pupils to learn—to learn for themselves—by the exercise of their own powers. But what is ‘to learn’? To learn is to know, and in the true sense of the term we know, not what we have been told by others, but what we have observed and thought out for ourselves. Knowledge, which we can properly call our own, is the result of our own experience—not of the experience of others. What I have to do, then, is to make my pupils learn through their own personal experience. This is a reality—a matter of fact. The experience of others, the results of that experience, may in time supplement personal experience, but it cannot, in forming the mind, be allowed to supersede it, and is therefore to the elementary student an unreality. It is a fact which does not concern him. What does concern him—vitaly and indispensably—is the exercise of his own powers, and by this exercise I mean not the mincing over again what I have minced for him, but the practical contact and contest of his own jaws with the food, and the conversion of it, by the forces of his own stomach, into ‘the blood

which is the life.' My object, then, is sufficiently defined. It is to utilise, by all the means within my compass, the powers that God has given to every human being, and to do nothing which shall tend to neutralise them. And I know, from my study of the nature of the mind, and from my observation of the mental activity of children in their self-teaching, through natural circumstances, and in Kindergarten and infant schools, that children have minds, and can be got to use them if the proper means are employed. My aim then shall be, whether I have children merely as to age or children as to knowledge, to teach, not to tell and explain, what I know (since by so doing I should deaden, or at least neutralise, their powers), but to animate, stimulate, quicken, and guide them, by requiring self-teaching, self-action, and self-education.¹

Now, if these principles are grounded in nature and

¹ It is much to be regretted that these principles have not yet found their way into our own primary school instruction. Dr. Morell (Report for 1873-4) tells us that in reading, for instance, he could 'count up on his fingers' the schools in which it was taught so as to bring out expression, etc.; by which he means, as appears from the general tone of his Report, schools in which the children are taught to think of the meaning of what they read, and, in fact, to use their active powers at all.

truth, I cannot but believe from what I have seen that both the teachers and the taught in Germany as well as in England have something still to learn.

I wish to add a few words on a point intimately connected with the foregoing discussion. I noticed in Germany what is too common in England—the extraordinary tendency of teachers to make their teaching, or rather the result of it, prematurely regular and systematic. Hence the almost fanatical attachment to rules and formulæ. The teacher thinks the pupil has done nothing unless it is reduced to rule and system. In other words, he is so intent upon the production of the flower that he neglects the culture of the growing plant, which, after all, should be his main concern. The premature introduction of the systematic and scientific often stunts or even stops the natural development of the mind. That distinguished teacher Diesterweg thus puts the case generally: ‘It is not what is complete and already made, but that which is individual, that which is, that concerns the learner. The true teacher does not show his pupil the ready-made building, the product of a thousand years’ labour, but guides him in shaping the building stones, carries up the building with him, teaches him how to build.’ To this he adds: ‘The so-called

Scientific Method is deductive, synthetic, progressive, logical, and often indeed in the most cases purely dogmatical. The elementary method (that suited to elementary teaching) is inductive, analytic, regressive, heuristic (from *Εὕρισκω*, I find out). The former consists in proceeding from above to below, the latter in proceeding from below to above. In the former you begin with the top, and work your way downward to the foundation; in the latter you begin with the ground work on which the house stands, and advance upward to the summit.¹ To the same purpose we find the great teacher Wolf quoting from Tanaquil Faber, an excellent mathematician, a passage in which he comments on the error into which some teachers fall in making their elementary lessons severely scientific and systematic. The natural method dictates to the teacher the fixing of the learner's whole attention on the individual thing—on that which is, the fact—and leaving the co-ordination and classification of facts until these are represented in the mind by accurate ideas. If only a tithe of the labour expended by the teacher in teaching rules were expended in securing

¹ Diesterweg's *Wegweiser* (new edition, 1873, p. 244), a most valuable work, worth all the books taken together that have ever been written in England on practical teaching.

the learner's thorough acquisition and appreciation of facts, the results would in the majority of cases be far more satisfactory than they are. According to our notion, indeed, the framing of rules, formulæ, and general propositions is, under the teacher's guidance, to be the work of the learner in the presence of facts that he knows ; and therefore in no case (in elementary instruction) is the experience of others (of which ready-made rules are the product) to be allowed to set aside the learner's own personal experience, which afterwards must form the foundation of his mental structure, and must be taken as the base of operations for the teacher.

The upshot of these remarks is obvious. It is that the true function of the teacher is to get his pupils to learn—*i. e.*, to know that they cannot know, in any accurate sense of the term, what they do not learn by personal experience ; that is, by the working of their own minds ; or, in other words, by self-instruction and self-education.¹ Whatever apparent success a teacher may gain through interference with this principle,

¹ Bishop Temple says—' All the best cultivation of a child's mind is obtained by the child's own exertions, and the master's success may be measured by the degree in which he can bring his scholar to make such exertion absolutely without aid.' To the same effect Mr. Markby says—' To teach boys how to instruct themselves—that is, after all, the great end of school work.'

operates *pro tanto* against the interests of the learner by diminishing his independent power. This consequence results whenever the teacher does for the learner what he can and ought to do for himself by observing, analysing, investigating ; in a word, thinking for him. The learner, even though a young child, can observe, compare, form and express judgments upon facts, and the teacher's proper function is to stimulate and guide him in the exercise of these powers, but never to supersede them. If, however, these principles are just, it is submitted that teachers, not only in England, but even in Germany, the land of pedagogy, very often neglect or abuse their proper function.

But I have kept the reader a long time waiting for the continuation of my narrative. I will now resume it.

I attended a lesson given in the third class of the girls' school in botany (twelve girls present, of the ages nine or ten). The teacher, a young and interesting person, whom I had already heard in the lower classes of the same school, showed great power as an instructress. Her tact and skill, and (I should think) her knowledge too, were remarkable for one so young. She had been, I understood, trained in the Seminar, though in that only.

As the lesson was on botany, I looked, but looked in vain, for plants. To my surprise, there was not even a drawing visible. I must suppose that the actual contact with the material itself, or some good representation of it, had taken place in a previous lesson ; at all events, there was nothing of the kind here. Still the lesson, as far as it went, was extremely interesting. After a few questions on the root, stem, leaves, etc. of a plant, the teacher called up one child after another to draw on the black board every variety of leaf. Without the slightest hesitation or bungling, they drew not only the outline of each leaf, but in some cases venation ; then at least a dozen modifications of the edges ; then pistils of various forms ; and lastly the stem, furnished with leaves of different kinds. The teacher had but to demand, and the product forthwith appeared. Considering the age of the children, the skill even in drawing was very noticeable ; there was not one really bad specimen, and I think every child took her share in the work. The teacher, of course, had no book, nor did she appear to need one. She scarcely, however, gave a word of explanation. There was no telling. The work was all done by

the children themselves. I regretted that I had no further opportunity of witnessing the lessons of this masterly young teacher.

In the sixth class (the lowest but one of the Girls' School), I attended a lesson on 'History.' The children (twenty in number) were only seven or eight years old, and I wished much to hear how they would be taught history. The teacher (Miss Ulrici, whom I have mentioned before) solved the question very easily, by telling them the story of Ulysses, in which she joined on in some way that I did not quite understand the tale of Orpheus and Eurydice. It was chiefly the latter with which she dealt, and she told it with uninterrupted ease and fluency to a highly appreciative audience. At the close she asked many questions, which were answered in a way which showed that no parts of the story had escaped attention. I wished to hear what the teacher had to say about teaching little children history; so I asked her whether she called those stories 'history'? Her answer (in which I fully agreed) was that stories of this kind—that is, which excite the imagination and yet have a sort of historical foundation, and bear upon historical names—are the only basis you can lay for history-teaching in the case of such young children.

‘Better,’ I enquired, ‘than even the history of the Fatherland?’ ‘Yes,’ she replied, ‘the history of the Fatherland is too difficult.’ I found, in fact, that in this class there was no bothering of little children with dates, which to them could have no meaning, nor exposition of ready cut and dried judgments (conveyed often in single epithets) of persons about whom the children knew no facts which could warrant the judgment. I am quite persuaded that much of our teaching of history to young children is almost immoral, as involving the systematic implantation of prejudices which take deep root, and often produce very undesirable fruits. Dr. Arnold recommended that children should be taught history much as Miss Ulrici taught it, by means of striking stories, told as stories, with the addition of pictures, which would make the interest more varied.

I attended one lesson in the Higher School for Girls, given by Professor Köhler’s son. It was on the German language, with illustrations from the writings of Schiller. Schiller’s life was briefly sketched by the teacher, who soon began to question the students on the ‘Lay of the Bell’; the subject of which was entered into, and especially the measures

in which it was written. Some of the girls marked on the black board the typical trochaic and iambic feet, and a few of the variations from the type. Then questions were asked on the composition and on the nature of sentences. These were followed by the recitation of some short passages from the poem, which were given without much expression. This lesson seemed to me on the whole very good, but not masterly. The students were all exceedingly attentive.

In the programme of studies in this institution, I did not find hygiene mentioned. It would, however, I venture to think, be well to add it, if for no other purpose than that of calling attention to the laws of ventilation. Not here only, but very generally in the schoolrooms of Berlin, Dresden, and Weimar, I really suffered from the oppressiveness of the air. In no one of them did I observe any system of ventilation whatever. The usual plan seems to be this—first, to shut all the windows and doors quite fast, so as to keep out every breath of fresh air; to go on enduring the accumulated misery naturally arising from this arrangement until it is quite intolerable; then to open the windows for about three minutes, and when

these have expired, to go on again as before. I was, and still am, at a loss to understand the remarkable objection to fresh air that Germans almost universally manifest, but I am sure it acts injuriously on the school children ; and I could not help noticing how much fresher and healthier the children of the Kindergartens (in which the air-excluding tendency is rarely shown) generally looked than those of the schools. These remarks have, of course, no application to the case of the Girls' Gewerbeschule of Hamburg, where (as I have already remarked) the arrangements for ventilation are most elaborate and complete.

In spite, however, of this drawback, I was strongly impressed with the excellent spirit (if not the excellent air) of Professor Köhler's institution. All the members of it, as far as I could judge, teachers, students, and children, seemed in a healthy mental condition. All were busy, earnest, and advancing, and testified in various ways to the powerful influence of the presiding genius of the place, ostensibly embodied in the person and character of the Professor, but really in the principles and practice of the great master whom he so ably represents. The benevolent and intellectual spirit of Fröbel pervades the place.

Here, to a greater extent than anywhere else within my experience, his principles serve as the broad continuous basis of the system of instruction and education ; and the results, as far as I could judge of them, do great credit to the system.

E I S E N A C H.

ON the 12th of September I found myself in Eisenach, where there is one Kindergarten of seventy-six children, admirably conducted by Miss Traberth. This lady, an original pupil of Fröbel, was, I believe, a learner in his school at Keilhau, and was trained as a Kindergarten governess under his direction. Hers, therefore, may be looked upon as an original Kindergarten of the true type. When I entered the room, I found a division of the children (about forty) engaged in a game, in which one, who was blindfolded, was attempting to ascertain, by feeling the dress and features, who the child was to whom she had been led up. When she succeeded, which was

not always the case, great joy was manifested by the rest.

Another division was engaged in *Netzzeichnen*—drawing doors, pumps, chests of drawers, etc., very neatly. One little girl, whose drawing was incorrect, when the fault was very kindly pointed out, cried. This was the first tear I had seen shed in a Kindergarten. The soothing words of the teacher, however, speedily dissipated the clouds, and sunshine appeared again.

The rest of the exercises were such as I had frequently seen before. They were well performed in an earnest manner; and indeed everything was well done in this Kindergarten, under the direction of the very kind and intelligent Miss Traberth, who was assisted by two young teachers.

In the course of this day I looked in at the 'Seminar,' or normal school for elementary schoolmasters, the arrangements of which seemed very complete. There was a practising school in the same building. I just entered three of the classes, each consisting of about seventy boys and girls, evidently very poor, many of them without shoes and stockings. The rooms were very close and stuffy, and, as a consequence (so at least it appeared



to me), there was less interest and earnestness both in teacher and children than I had witnessed in some other institutions. The teacher in each case was a young man. I did not stay during the lessons, for the atmosphere oppressed me.

I next proceeded to the Bürgerschule (No. 2), where I found in the class I entered sixty-four girls (ages six and seven). The teacher (a man) was giving them a lesson on birds. They all looked much interested, and answered the questions he put eagerly and well. They seemed familiar with the birds named, and gave particulars of their appearances, habits, etc. There were, however, neither birds nor pictures then in view.

In another class (of about seventy children, of nine or ten years of age) the teacher was giving a lesson on the geography of Germany, a noble map of which was before the learners. He was asking the names and position of places, and tracing (or rather asking them to trace) the courses of the rivers. He occasionally drew pictures of the rivers on the black board, and asked what towns were placed at the points he indicated. Neither he nor the children had any book. They answered his questions promptly and well, especially when the state of

the atmosphere was considered. I believe if I had stayed very long in it myself I should have forgotten even the course of the Thames.

My purpose was now accomplished. Next morning I set off on my journey homewards by way of Frankfort, Cologne, and Ostend.





CONCLUSION.



IN the foregoing pages I have described what I saw, and only what I saw; but in order to make my account more complete, I will add a few particulars relating to Kindergarten and elementary school teaching, and this especially because people who talk on our platforms, and even in official reports, of promoting popular education, frequently seem as if they were unaware that something very different from what they are talking about exists out of England. They talk as if they had never reached the conception of education as development and culture, and had derived all their knowledge of it from what they see going on in our primary schools, where there is—with very rare exceptions—neither development nor culture in any true sense of the term.¹ It is therefore

¹ If this and other remarks I have made on our Revised Code system appear too sweeping, I must take refuge under Dr. Morell's apologetic

important to show—though I have already, in fact, shown it—that it is possible not only to form a theory of education as culture, but practically to carry it out, so as to embody the theory in action. Now, supposing that I had myself formed no such theory of education, but had merely, as an impartial spectator, looked at the work going on before my eyes in the Kindergarten and elementary schools I have visited, I could have evolved the theory from the practice. And, first, as to the Kindergartens. Observing the little children at their games and occupations, I could come to no other conclusion than that they were by

report for 1873 (recently published), in which he thus sums up the ‘general result’ of its working, which is—‘That all those elementary acquirements which are of a mechanical character, or which depend upon definite mental exercises rather than reflection (such as writing, elementary arithmetic, spelling, and the power of recognising words), are on the average *well taught*; but that those acquirements which depend upon thought, sentiment, reflection, or research (such as reading with expression, arithmetical problems, geography, history, literature, and so forth), take a very low and exceptional place in our present school system.’ In this passage he seems to consider that ‘to develop the intellect, to cultivate the imagination, to inform the understanding, to elevate both the æsthetic taste and the moral feelings,’ is to present an ‘ideal standard’ the attainment of which is quite out of the question.

Comment on these quotations is needless. They prove the position I have assumed, and show that our primary education secures neither development nor culture. It is a system of education which leaves out the very essentials of true education.

these means developing all their powers—bodily, intellectual, and moral—in a manner at once natural and healthy; and that this development was accompanied by pleasure and satisfaction. It involved, therefore, and secured, an all-sided training of the faculties, to which no other name could be given than that of culture. I observed, too, that the culture was self-culture. It consisted in the practical exercise of the children's powers by themselves. They learned to do by doing—by their own doing—not by that of the teacher. It was their own eyes that saw, their own hands that wrought, their own minds that devised, contrived, and often invented; and hence the earnest interest which they everywhere displayed. This interest, I saw, was the legitimate previous result of self-exercise, and could have been due to no other cause. No exertions on the part of the teacher, without reference to this cause, could have produced it. She might have exhorted, preached, warned, scolded, explained, told, with no other result than that of exciting vexation and disgust, without the continued self-active co-operation of the learners themselves. The work in which their education consisted was to be their work, not hers; to be done by themselves, not by the teacher.

It was easy to see that the self-action and self-exercise, on the part of the children, constituted personal experience—gained at first hand—and therefore their own. It was not the experience of the teacher ‘communicated’ (though such communication is really impossible) to the learner, and superseding his. It consisted rather in countless processes of seeing, hearing, feeling, performed by the children themselves, and registering themselves in their minds as ideas, or in countless actions performed by their own limbs (especially their hands), and forming habits of doing. Now the very conception of ceaseless activity of the senses, mind, and limbs, excludes the notion of idleness; and I saw without surprise no idleness in the Kindergarten. All was busy, healthy, happy life.

I could not in presence of these facts come to any other conclusion than that which was going on before my eyes was in the strictest sense of the term education, and that it consisted essentially in self-culture. It was, moreover, in a very definite sense, culture on the part of the teacher—culture of the kind that the gardener bestows on his plants and flowers. These he cultivates according to their nature—a nature which he recognises in all his treatment. He does not theoretically devise a nature for them,

and impose upon this nature conditions of growth to suit his theory. On the contrary, he observes the phenomena which present themselves, assumes these as the laws which are to govern his action, and confines that action to cherishing favourable and warding off unfavourable influences. He elicits the vital forces of the plants, not by direct action upon them, but by securing the light, air, and warmth which are necessary for their development. *Mutatis mutandis*, the function of the child-cultivator is that of the plant-cultivator. Both have to secure growth, and to do this by similar means. In a general way (there certainly were exceptions), I saw the Kindergarten governesses satisfying in their practices the demands of this theory of their proper function as child-cultivators.

On the whole, I concluded that the work going on in the Kindergarten is a just and natural education, suited to the nature of little children, bringing out healthily and happily the faculties of every side of their being, and laying the basis of culture on their self-activity and personal experience.

Turning to the earliest elementary education of children in the primary schools, I saw much that was in strict accordance with the aforesaid principles.

I saw the children of from six to eight years of age earnestly, and, as far as I could judge, happily engaged in their work ; and I noticed that this was conspicuously the case in schools in which the Fröbellian means and appliances formed part (as they frequently did) of the machinery of instruction ; most of all (as at Gotha) where these children had already passed through the Kindergarten. I was present at lessons in reading where it was taught (1) separately, either by illustrations on the black board, or (2) by means of movable wooden tablets containing separate letters ; (3) in connection with writing, every scholar forming the letters on his slate while he uttered their sounds ; (4) in connection with the reading primer (*Lesebibel*) ; and in every case I observed that the powers of the letters, not their names, were demanded and given by the scholars. In every case, too, the meaning of the separate words, when formed out of the sounds, was required and promptly furnished. I saw in these lessons in reading a recognition of the principle that it is by the actual contact and contest of the learner with facts and realities that power is elicited and trained. The teacher in general told the children nothing but the conventional sound corresponding to the printed or written symbol, which

because it was conventional they could not discover for themselves. All the rest was the pupils' own work.

I was also present at a lesson in writing (described page 77) given by a first-rate teacher, who required numerous preliminary exercises with the fingers, wrist, hand, and arm, all of them illustrating the principle of personal experience, and preparing the children to do by knowing what they had to do, and how to set about it.

I heard a lesson in one of these elementary classes on a picture, and observed the intense interest excited by it, and noticed further that the real personal experiences of the children, brought to consciousness by the handling of the teacher, furnished them with the power to interpret the various features of the picture.

In another very interesting lesson, initiating the study of geography (described p. 73), I observed an illustration of the principle of proceeding from the near to the more remote in ever-enlarging concentric circles, one horizon of knowledge succeeding another in the exact order of nature. Here, too, the personal observation of the children, their own life's experience, was the basis of the instruction.

Lastly, at Gotha, I was present at a truly remarkable lesson in elementary botany (see p. 108), in which little girls of nine or ten years of age showed by their apt drawing of leaves, etc., on the black board, a singularly accurate knowledge of natural forms. Here too (if I may presume, and I hope I may, that the knowledge thus reproduced was gained by observation of the objects themselves) was a striking evidence that clear notions come not from the telling of the teacher, but from the contact of the learner's own mind with the realities of nature and life.

Without referring to other instances, these furnished me with materials for the induction, that the elementary teaching in German primary schools is characterised by its demand on the self-exercise of the learner's own powers; that, as a rule, it does not stupefy the learner by wordy explanations (often requiring explanation themselves), or weaken his faculties by doing for him what he can and ought to do himself; that it is, in fact, a practical gymnastic for the mind, recognizing the important principle, that as the dancing-master, for instance, does not get his pupils to learn the art by dancing himself, but by making them dance, so the teacher—that is, the director of the mind—must gain his end not by

doing the pupil's thinking for him (which, however, is impossible, though often fondly attempted), but by making him think and act for himself. I do not say, for I do not believe, this theoretical aim was always so strictly kept in view by the teachers as it might have been, but considering the disadvantages under which, in many cases, both teachers and children worked, the large classes sometimes containing seventy or eighty pupils, and the stifling, unoxygenized atmosphere of the school-rooms, I was often surprised at the earnest interest and the intellectual activity which pervaded the system. The ultimate conclusion, therefore, to which I arrived with respect to the German elementary classes (I only speak of them in the primary schools), was that, as a rule, development and culture were aimed at and secured ; and this conclusion was based on the fact (1) that the children very generally did the work themselves, without the telling of the teacher ; (2) that their order and attention testified to the interest excited by the lesson ; (3) that the firm and accurate performance of the correct lesson (with scarcely even a blunder) evinced the mastery of the previous lesson ; (4) the reading, writing, and arithmetic were taught on intellectual principles, which required observation

and thought, and maintained the co-operation of the learner's with the teacher's rule ; (5) that book instruction was subordinated to practical exercises on the black board ; (6) that the teacher taught, and did not merely order the children to learn.

In these facts I saw evidences of development and culture, that is of education, though my observation was confined to the case of very little children. I do not endorse every practice carried on in these schools, nor believe that in all cases the most was made of the materials, but that the 'ideal standard' of our schools is the real standard of German elementary schools I have no doubt whatever.

As regards external arrangements, there are two points to which my attention was forcibly drawn. In the first place, *every German elementary teacher has a separate class-room.* By this means the distraction arising from the juxtaposition of several classes under different teachers in the same room is absolutely excluded. The teacher is 'monarch of all he surveys,' and is therefore invested with complete responsibility for all that goes on under his administration. The wellbeing of his little realm lies entirely in his own hands, and he must himself concert the measures necessary for securing it. In the second place, *there*

are no pupil-teachers in the German primary schools. Teaching being recognized as a psychological art—the result or practical outcome of a thorough training in principles—it is justly presumed that crude children entirely ignorant of such principles, unformed in character, and for the most part destitute of well-digested knowledge, are entirely unfitted for the important business of teaching others. The contrary assumption involves indeed a direct denial of the existence of a science and art of education, and strikes at the root of any radical improvement in it.

I am fully aware that we have in England many even that are considered high authorities in matters of education—Principals of Normal Colleges, and others—who strenuously advocate the pupil-teacher system; and one (Dr Rigg) even goes so far as to recommend its adoption by the German authorities. I am morally certain they will never adopt it. They will probably, in time (as they ought to do), reduce the number of scholars in the classes, and largely increase the number of teachers, but they will never stultify themselves so far as to supersede the scientific and artistic teaching which now generally prevails, by sanctioning that which, in the nature of things, can be neither scientific nor artistic. They value

education too much to endanger its interests by such experiments.

The pupil-teacher system has been advocated on the ground of its economy. The argument is, however, futile. That is truly economical which gains its ends by the best means; and if it should turn out on investigation (and such an investigation must, before long, be authoritatively made) that much of the acknowledged failure in our own primary instruction is due to the extensive employment of pupil-teachers, the argument founded on economy will fall to the ground. If the object is not gained, it is foolish to boast of the means by which it ought to have been gained. If instead of deploring the results of our teaching, and complaining of them (as the Government Report does every year) as 'unsatisfactory,' we could point to them with pride as successful, and challenge criticism upon them, the case would be very different. It might then be said with some show of plausibility that the end justifies the means; but who that knows what the average teaching in our schools is will urge this plea? Our system stands condemned by its theory (if it can be said to have any); it is condemned by its practice, and even more condemned by its unsatisfactory

results; and I venture to express my individual opinion that much (I cannot, of course, say how much) of the failure is due to the extensive employment of pupil-teachers. Nor can there be much doubt that a well-trained single teacher will hold in hand and pervade by his influence a class of even fifty children, so as to touch the springs of intellectual action in them more effectually than would be done by the same teacher taking only thirty pupils, and handing over in sets of ten each to two pupil-teachers the rest of the fifty. I think it highly desirable that the very large classes of the German schools should be reduced by nearly half; but judging by my own observation, I should say that, although working under great disadvantages, the German elementary teachers succeed in awakening and maintaining in the children an amount of interest and intellectual life, which, taken in the aggregate, has rarely been equalled even in our own best schools when the same number of children were distributed and disposed of among ordinary pupil-teachers. Take reading as an instance. Who does not know the weary plodding of the little children, 'with weary steps and slow,' and the stumbling-blocks and intricacies of their early lessons, tripping

up continually against the former, and bewildered by the latter; unused to help themselves, and therefore regularly waiting for help from without? and not in vain, for the pupil-teacher, or some member of the class, seeing the need, comes to the rescue with just so much aid as lifts the traveller over the stumblingblock, or throws a momentary gleam of light over the fog which surrounds him, but leaves him just as unable to deal with the next difficulty, or to penetrate the darkness himself, as before. The untaught and inexperienced young teacher does not know (how can he know?) that the 'telling,' which constitutes his sole resource, is not teaching at all; that true teaching ever aims at increasing the pupil's fund of power—not in helping him merely to scramble over the present difficulty, but in making this difficulty the very means of conquest over the next—in helping the child to help himself. I saw no such 'teaching' as this in Germany—not even an approach to it. The methods were various (and I believe in the existence of a better method of teaching reading than any I saw), but they agreed in this, that they called for the exercise of the observing powers of the children, and required their active practical co-operation with the efforts of the

teacher, who certainly did not teach as if he thought that his vocation was 'telling.' There was, too, an orderly sequence in the lessons, and the children seemed to march forward step by step with a sort of aptness and confidence as if relying on themselves, which, even taken alone, in itself showed, to my practised eye, how the previous lesson had been learnt. I saw nothing of the bewildered, appalled look on being called upon for individual effort which characterises the learner who is conscious that he is unequal to the occasion, and has his weapons of attack still to seek. I rarely heard a blunder made, and when made, the teacher did not merely 'tell' the child the correction, but required him to try again; and the quickened attention in most cases solved the difficulty. But the method itself is the best preservative against blundering. If you make a pupil do the work himself—taking 'action, action, action!' as your motto, not stupefying him with your 'telling,' but making him 'tell'—not talking much yourself, but making him talk—
—not bewildering him with explanations of your own, but requiring his, which must always be the outcome of his knowledge and personal experience,—the result will be that he gains power at every step,

and that this power will secure him against much blundering, except that which arises from mere inattention ;—and ‘telling’ is certainly no remedy for that. The ordinary child who blunders and stumbles much at his lesson is a witness to the imperfection of his previous training. He does not prove by his blunders any native incompetency on his own part, but he does prove the incompetency of his teacher, who has failed to secure good grounding. As far as this negative argument goes, it is in favour of the German teacher.

One word as to punishment. The best evidence I can give on this point is, that I saw none except the instance mentioned (p. 76), and there the punishment simply consisted in removing from the offender the means of taking part in the lesson. What, however, might follow when the pencil was restored I had no means of knowing ; but this I can say, that I was present at no administration of chastisement of any kind. In the classes there was perfect order, and even, on the part of so very small children, continued and undivided attention ; often, indeed, an eager unrepressed interest—no noise, no scolding, apparently no taking of marks, therefore no contention or dissatisfaction : and again, no visible implements of

punishment—rod, cane, ruler, or tawse. As this is not intended to be a complete—indeed it is a very incomplete—account of German elementary schools, I do not pretend to assert that stringent measures of discipline, without which, some maintain, children cannot be ‘got past the bitterness of their learning,’ are not resorted to, or that there is no ‘torturing hour’ which ‘calls’ delinquents ‘to penance.’ I simply say that I saw nothing of the kind. My visits, I may add, were never expected. I merely heard the lesson going on, and never, except on one occasion, did I allow of any interruption of the ordinary course of business. I was not therefore, perhaps, very far wrong in attributing the remarkable order, attention, and interest manifest in all kinds of schools—not merely the elementary—to something inherent in the system of teaching. It is very clear to those who think about the matter and know human nature, that if you require children at school to do only that which they can do themselves, and therefore excite an interest in doing for its own sake, you will rarely need to employ artificial restraints or punishments. I may, indeed, go further, and maintain, without fear of contradiction, that where the schools are really good—that is, pervaded by the principle just stated—children

generally will not require 'compulsion' to force attendance at them. If this be true, it goes far to solve the vexed question of compulsory attendance. Make the schools good—that is, suit the teaching to the nature of the children—and 'attendance,' large and regular, will follow as a matter of course. The invariable report of our own Inspectors is, that where the schools are good—good in the sense I have just explained—no compulsion is needed ; the schools are crowded with scholars. The remarkable experience furnished by the late Dean Dawes's school at King's Somborne is to the same effect, as a case in which the regular attendance was eight-ninths of the number on the rolls, in which the children, sometimes from a distance of three or four miles, in all weathers, flocked joyfully to school, and in which the parents (many of them labourers earning only 9s. a week) made great sacrifices to keep their children where they were so happily and usefully employed in exercising their faculties.¹ All sorts of schemes have been suggested for securing attendance. Why not try the experiment of 'good schools'? To carry it out effectually, how-

¹ See the late Professor Moseley's admirable report (occupying forty pages) on this school in the Blue Book for 1847, which all who wish to know what a 'good' elementary school is ought carefully to study.

ever, from my point of view, would involve a great revolution. Teachers would have to consider even the relation in which they ought to stand to their pupils. They would have to give up drilling and dragooning children, and try attracting them with learning ; to give up the cramming and word-drenching which too generally prevail in our primary schools, and demand self-teaching in their stead ; to study more closely than they do the nature of children, and to suit their methods of instruction to it. The Normal Colleges also would have to share in the revolution. They would have to impregnate students more deeply than they usually do with the fundamental principle that education is culture, and to send them forth not merely masters of the art of 'communicating' their own knowledge, but of the higher art of teaching children how to gain knowledge, and with it power, for themselves. This great revolution must commence at headquarters, and one of the first measures for effecting it must be the sweeping away of the Revised Code into the limbo of oblivion. As long as it lasts, it not merely sanctions, but to a large extent systematically enforces, bad teaching.

I ought to add that much of the excellence of the German elementary teaching is no doubt due to the

influence of Pestalozzi's principles. Even where not acknowledged, his spirit pervades the work, and shapes the methods employed. His main principle—that of proceeding from the near, the area of the pupil's own observation and experience, and preparing him by self-exercise for advancing to the more distant and remote; and his secondary principle—that of requiring that the pupil's movement onward shall be made step by step, without a break—are surely recognised in the ordinary teaching of the elementary schools.

Again, Pestalozzi's demand that all instruction should be based on the pupil's own observation (*Anschauung*) of tangible and visible facts and objects, and should therefore be definite and real, subordinating the knowledge of words to the knowledge of things, is, for the most part, satisfied in the practice of the elementary schools.

In fact, ever since the time when numbers of young teachers were sent by different German Governments to study Pestalozzi's work at Yverdun, and when also some of the highest authorities in education became convinced, in exercising it, of the soundness of his principles (I mean such men as Schlösser, Gerard, Wilhelm Von Humboldt, Fichte, Von Müller, Schelling,

Schacht, Krüger, Plamann, Harnisch, Karl Ritter, Zeller, Denzel, etc.), the ultimate effect was assured. The adoption of Pestalozzi's principles by the Governments of Prussia, Saxony, Baden, Würtemberg, etc., has only been a matter of time, and to their adoption we may fairly ascribe the enlightened teaching, with its excellent results, in the common schools of Germany. When the different States shall add (as Saxony has done) Fröbel's methods to those of Pestalozzi, the arrangements for elementary education will probably be as complete as it is possible for ordinary human ingenuity to make them.

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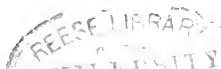
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